

NATIVE AMERICAN EDUCATION 2013



SUMMARY REPORT

2013

Arizona Department of Education

Research & Evaluation Division





State of Arizona
Department of Education
Office of John Huppenthal
Superintendent of Public Instruction

January 15, 2014

Dear Education Partner:

As Arizona Superintendent of Public Instruction, I am dedicated to ensuring every Native American student receives access to an excellent education. In this mission, I am fortunate and honored to serve with colleagues both at the Arizona Department of Education and outside the agency who share my passion and commitment to significantly improve academic outcomes for Native American students. The *2013 Native American Education Annual Report* clearly shows that while we have come a long way together on our journey to improve Native American student outcomes, we still have a long way to go.

The *2013 Native American Education Annual Report* is both a summary of outcomes and a guide. It outlines important quantitative data, measures progress, and reveals unfulfilled need requiring action. For us, the providers of service and support to Native American schools and students, the *2013 Annual Report* reveals both the progress we have made and the challenges we endeavor to overcome.

Here are a few highlights from the *2013 Native American Education Annual Report*:

- 88 Arizona schools were classified as “high density,” meaning that at least 72 percent of the total students enrolled in the school are Native American (p. 14).
- The percent of Native American students at high density schools passing AIMS Reading increased from 44 percent in 2012 to 58 percent in 2013, and the percent passing in AIMS Mathematics increased from 26 percent to 38 percent between 2012 and 2013 (p. 18).
- The percent of Native American students passing AIMS in either reading or mathematics was the lowest of the race/ethnic groups. However, Native American students showed the second highest increase (7 percent) in average percent passing in reading from 2010 to 2013 (p. 14).
- Female students continue to significantly outperform male students in both reading and math (p. 15).
- Native American students showed higher dropout rates than all other race/ethnic groups (p. 34).
- Native American students showed a 3 percent increase in graduation rates from 2011 to 2012 (p. 32).
- The number of Native American language teaching certificates issued doubled from 2012 to 2013 (p. 35).

While we accomplished a lot in 2013, there is a lot more we need to accomplish. In the coming year, I look forward to working with you and our colleagues as we endeavor to realize our important mission: to empower our Native American students with the high quality education they deserve.

Sincerely,

John Huppenthal
Superintendent of Public Instruction

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Executive Summary

Native American students in Arizona experience education in diverse contexts. Many attend schools on or near reservations with a majority of their Native American peers; others attend schools where they are part of the minority. In order to capture their unique experience in these varied contexts, this report examines Native American students' academic achievement in two main contexts and in contrast to other ethnicities throughout the state. First, we report on achievement indicators for Native American students where they represent either a high proportion (72% or greater Native American students referred to as high density schools) or a low proportion (less than 72% Native American students, referred to as low density schools) of the student population. Next, we looked at Native American students in local education agencies (LEAs) that are within or border tribal lands. The LEAs are recognized in Arizona law as Indian Education Act LEAs, and many apply for and receive Title VII federal Indian Education program support. These LEAs are referred to as IEA LEAs throughout this report. These contrasting viewpoints give us a comprehensive picture of Native American student achievement. This report utilizes both state and federal contexts and terms.

Several key findings highlight the unique experience of Arizona Native American students. This year we saw an increase in graduation rates, a decrease in dropout rates and consistently high attendance rates in Arizona schools as seen on pages 53-56 of this report. From 2011 to 2012 Native American students had the largest increase in graduation rate compared to all other race/ethnicity groups (3 percent). Both IEA and Non-IEA LEAs have the lowest dropout rates since 2009 for Native American students. Attendance rates from 2007 through 2013 remain above 90% for both low and high density schools.

When reviewing the AIMS performance statewide, Native American students are also showing among the highest increases in percent passing AIMS in both reading and in mathematics; although, the percent of Native American students passing AIMS in reading or mathematics in any one year is lower than other race/ethnic groups. Native American students show the second highest increase (7 percent) in average percent passing in reading from 2010 to 2013. Native American students also showed the highest increase of 7 percent in average percent passing in mathematics from 2010 to 2013. In terms of Federal and State accountability, low density schools perform better than high density schools on the two school accountability measures: Annual Measureable Objectives (AMOs) determination and A-F Letter Grades.

Drilling down from the statewide results, we see that Native American students are performing differently in different contexts. In reading, Grades 3, 5, and 8 in high density schools showed lower performance than students in the other grades. Native American students had the highest passing rates in Grades 6 in both high and low density schools. Native American students in low density schools out performed students in high density schools in every grade; yet, in high density schools there was consistent improvement as reflected in the AIMS results. Over the past three years, there has been an increase in the percent of Native American students passing AIMS and a steady reduction in the proportion of students who scored in the Falls Far Below category. Similarly, Native American students in non-IEA LEAs generally performed better than those in IEA LEAs. When student achievement is disaggregated by gender, Native American girls show significantly higher AIMS scores in reading and mathematics than boys.

In terms of school safety, the rates of various types of violations were analyzed from the 2009-2010 to 2011-2012 school years. The most common violations for all three years were those categorized under Aggression,

Alcohol/Tobacco/Other Drugs, and Harassment/Threat/Intimidation. There was a decrease in Aggression reported incidence of 8 percent from the school year 2010-2011 to 2011-2012. However, from 2010-2011 to 2011-2012, there was an increase of 11% of the percentage of reported incidents concerning Harassment, Threat, and Intimidation from 2010-2011 to 2011-2012.

It was also reported by the ADE School Finance Division that there exists a large range of variability in the number of days of instruction at our IEA LEAs.

Introduction

Pursuant to *A.R.S. §15-244*, the Arizona Department of Education (ADE) compiled and analyzed information regarding public school performance for Native American students in Arizona. *A.R.S. §15-244* requires public school districts with tribal lands located within their boundaries to submit a brief annual report to the ADE. These school districts are referred to as IEA LEAs. These reports shall include the following elements:

1. Student achievement (with results disaggregated by race/ethnicity) as measured by a statewide test approved by the state board
2. School safety
3. Dropout rate
4. Attendance
5. Parent and community involvement
6. Educational programs that target Native American pupils
7. Financial reports
8. The current status of federal Indian Education policies and procedures
9. School district initiatives to decrease the number of student dropouts and increase attendance
10. Public school use of variable school calendars
11. School district consultations with parent advisory committees

Based on these data provided and other data collected by the ADE and the US Department of Education, this 2012 report focuses on Native American students' academic progress, and on school and district accountability on a variety of indicators. In addition we take a longitudinal look from fiscal year 2005 through fiscal year 2012.

Methodology

Measures

A.R.S. §15-244 prescribes several measures that must appear in the annual report including student achievement as measured by a statewide test approved by the state board, attendance rates, dropout and graduation rates, school safety incidents, and broad measures of school and community involvement in educational programs. This report includes additional measures in order to provide a comprehensive picture of Native American education statewide. The following are a description of the various measures reported in this document.

Student Achievement

Arizona’s Instrument to Measure Standards (AIMS) is a standards-based assessment that measures student proficiency of the Arizona academic content standards in reading, mathematics, writing, and science. All Arizona public school students in Grades 3 through 8 and 10 are required to take the AIMS test. The reading and mathematics tests are administered in all grades and contain only multiple choice items. The writing content area is administered in Grades 5, 6, 7, and 10 and contains one extended writing prompt and multiple choice items. The science content area is administered in Grades 4, 8, and 10. The AIMS test items change in accordance with changes made to Arizona’s academic standards and the test blueprints.

For each grade level, a cut point for each of four categories is determined within the range of these scaled scores (see Table 1). The four proficiency levels are: Exceeds the Standard, Meets the Standard, Approaches the Standard, and Falls Far Below the Standard. Each level has an associated score (Exceeds = 4, Meets = 3, Approaches = 2, and Falls Far Below = 1). A passing score is one that is at or above the “Meets” category.

Table 1: AIMS Performance Levels

AIMS Performance Level	Label
1	Falls Far Below
2	Approaches
3	Meets
4	Exceeds

In this report, we analyzed student performance on AIMS Mathematics and Reading assessments. Data from the 2008, 2009, 2010, 2012, and 2013 spring tests were included for reading. New mathematics standards were adopted by the State Board of Education in 2009, and a new AIMS mathematics assessment was implemented in 2010. Only data from the 2010 through 2013 spring tests were included for mathematics because the standards and the subtest were modified precluding longitudinal comparisons.

Students’ performance was disaggregated by grade and by race/ethnicity. We compared performance on the AIMS among ethnic groups, as well as comparing the proficiency of Native American students between boys and girls, between high density and low density schools, and between IEA and non-IEA districts.

To analyze the results, we conducted an analysis of variance test (ANOVA) to understand the effects of race/ethnicity, gender, and school or district type on student achievement. Most of our analyses were statistically significant, which means that the difference seen between groups is likely to occur because of differences in academic performance and not to have occurred by chance; however, when you have very large sample sizes, it is common to find statistical significance in an analysis of variance test. In order to gauge effects independent of sample size, we used an additional measure known as eta squared (η^2), which measures the amount of variance accounted for by the independent variable; such as, gender or race/ethnicity. In this report, this means the difference between groups on AIMS achievement scores – whether it is differences in test scores between girls and boys or the difference between Native American students and white students.

Federal Accountability Measures

Annual Measureable Objectives (AMOs)

The annual measureable objectives are a measure of school accountability in percent of students' proficient on AIMS in mathematics and reading by grade. The AMO values were approved in the 2012 Elementary and Secondary Education Act Conditional Waiver and were set in increasing increments to culminate in 100% proficiency in 2020 based on actual percent of students' proficient in 2011. Schools' performance against these annual targets are measured each year by subject, grade, and for subgroups of students.

National Assessment of Educational Progress (NAEP) scores

The National Assessment of Educational Progress (NAEP) is a nationally representative annual assessment of what American students know and can do in a wide range of subject areas; though, in this study only reading and mathematics are reported. The reading and mathematics scales range from 0 to 500. In addition to the NAEP Reading and Mathematics scores, a survey called the National Indian Education Study¹ (NIES) is administered to gather information on Native American and Alaskan Native students' experiences in Grades 4 and 8. NIES state-level data include results from Native American students who attend both public schools and federally funded Bureau of Indian Education (BIE) operated schools.

State Accountability Measures

A-F Letter Grades

In 2011, the Arizona Department of Education instituted a new accountability system in accordance with *A.R.S §15-241* (2011). The A-F Letter Grade accountability system introduces longitudinal and growth components as primary indicators of school achievement. Districts, schools, and charter schools receive annual letter grades in which fifty percent is based on student-level growth and fifty percent is calculated from a composite score of various academic outcomes.

¹ Refer to <http://nces.ed.gov/nationsreportcard/nies/> for the full NIES report.

For A-F Letter Grades, student-level growth is measured using a method called a student growth percentile (SGP). While AIMS scale scores and performance levels are designed to measure student achievement compared to the state's grade-level learning standards, the SGP is designed to answer the question, "How much did a student grow over the previous year compared to his or her academic peers?", where academic peers are students with similar prior achievement scores. An SGP describes how a "typical" student's current-year test score compares with the current-year test scores of those students with the same prior test scores—his/her academic peers. SGPs are expressed as percentiles (ranging from 1 to 99), meaning that students earning growth percentiles above 50 showed more academic growth than 50% of his/her academic peers ("above average") and those below 50 showed less academic growth than 50% of his/her peers ("below average").

Schools are also held accountable for academic outcomes, including the percent of students passing the AIMS mathematics and reading sections, the percent of ELL students reclassified, and graduation/dropout rates for high schools.

School Attendance Rates

School attendance rate is the average amount of enrolled students who attend an entire school day. The data used to compute this measure are reported by schools to the ADE. Schools report the number of students attending and they report the number of students enrolled in the school, referred to as membership. Attendance rate then is calculated by dividing the districts' or schools' average daily attendance by its' average daily membership. This calculation is used in the Federal and State accountability system.

$$\text{Attendance Rate} = \frac{\text{Average Daily Attendance}}{\text{Average Daily Membership}}$$

Graduation and Dropout Rates

The dropout rate for each school is calculated each year and is not formulated or intended to be a longitudinal measure of attrition as students' progress through the grades. A student is defined as having dropped out if the student is enrolled at any time during the school year, but is not enrolled at the end of the school year and did not transfer, graduate, or is deceased. However, students who leave to obtain a GED or to attend a vocational school are also considered to be dropouts because the school has failed to retain these students in the regular academic course of study. Students who exit school due to illness or are incarcerated are not classified as dropouts.

The method used in Arizona to calculate graduation rate for federal accountability purposes is the four-year adjusted cohort graduation rate. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer to another school (including to be home schooled), have exited due to illness, are no longer of school age (22 years or above), emigrate to another country, or die during that same period (U.S. Department of Education, 2008). Information for these student designations is submitted by schools to the department through the

Student Accountability Information System (SAIS). A five-year graduation rate is used for the State accountability system. The graduation rate is the number of students who graduate in four years (five years for state accountability) with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

$$\text{Graduation Rate} = \frac{\text{Number of Graduates}}{\text{Number of Graduates} + \text{Number of Non-Graduates}}$$

School Safety Rates

School safety information in Arizona is reported by schools to a database, AzSAFE, developed and maintained by the ADE and contains information reported by schools of student incidents and disciplinary actions. There are several limitations of the AzSAFE data. First, schools are only required to report mandatory violations and violations that result in mandatory actions. Furthermore, schools vary in reporting procedures depending on the method used to submit their data. In addition, there is no monitoring strategy or data checking system in place to ensure that schools are reporting accurate data. Given these limitations, currently AzSAFE data is not representative of non-mandatory violations at the state level and it should not under any circumstances be used for decision making purposes. However, it can provide a picture of the pattern of violations among high and low density schools.

Special Education Rates

Special Education is the education of students with special needs that address students' unique differences. When a student enters a special education program, their information is recorded in SAIS for funding and accountability purposes. Special Education figures for this report were obtained from the 2012 October enrollment data.

Mobility Rates

The ADE receives information from each school documenting each student's year-end status. At the end of the school year, students are assigned to one of three categories: graduates, non-graduates, or students who have exited their school or cohort. Exited students are those who transferred, withdrew, were no longer of school age (22 years or above), entered home-schooling, or died during the regular academic year. Students who withdrew or transferred represent a general measure of student mobility throughout the year. Mobility was calculated by counting the number of students who withdrew or transferred during the regular academic year of 2013.

Native American Teachers

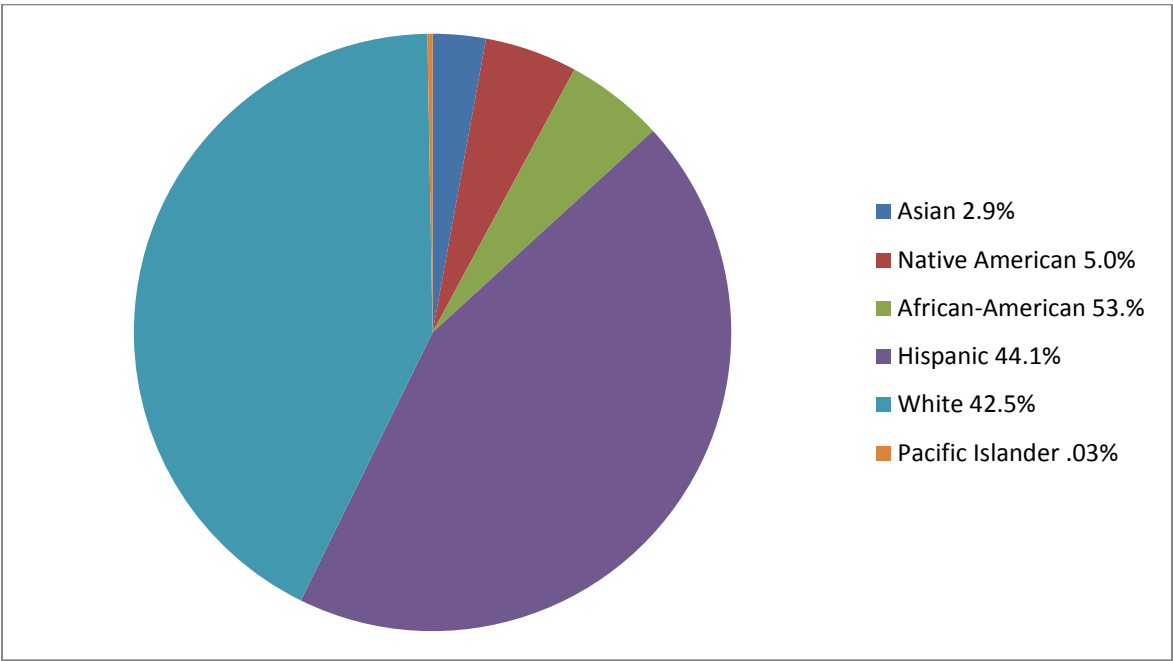
The ADE collects the race/ethnicity information for all teachers as part of the certification process and for highly qualified teachers. While these measures exclude non-core teachers and administrative staff, they capture teacher ethnicity in the academic subjects for which students take statewide achievement tests.

Sample

Arizona has a rich Native American history and culture and is home to the third largest population of Native Americans at 296,529 which includes lands from 23 Native American tribes (American Community Survey, 2010). Arizona also houses the largest number of Native American languages spoken in the 48 contiguous states and 53 BIE schools (American Community Survey, 2005; Siebens and Julian, 2011; AZ Commission on Indian Affairs).As a result, Arizona schools educate a significant number of Native American students. As shown in Appendix A, Arizona ranked second highest in the nation in 2009-2010 for Native American students at 58,777 (National Center for Education Statistics, 2009-2010).

Statewide, Native American students comprise five percent of total student enrollment in Arizona public schools (see Figure 1). There are only five BIE high schools within the borders of Arizona, so a large percentage of Native American students attend state schools when they reach Grade 9. The majority of Native American students are concentrated in counties that border or encompass Native American Reservations. For example, Native American students comprise 78.1 percent of the total student enrollment in Apache County, home to many Navajo tribal members (see Table 2). Although, Maricopa County houses the most Native American students, it is the most populous of Arizona’s counties statewide so Native American students comprise only 2.2 percent of its total student enrollment. The maps in Appendices B, C and D show the approximate number of Native American students within unified, elementary and secondary school districts. The maps also detail the approximate boundaries of the largest Native American tribes by land area.

Figure 1: State Student Enrollment by Race/Ethnicity, 2012-2013



Note: Asian 30,822; Native American 53,852; African-American 57,384; Hispanic 473,793; White 456,478; and Pacific Islander 2,984.

Figure 2: State Native American Student Enrollment by Low and High Density, 2013-2013

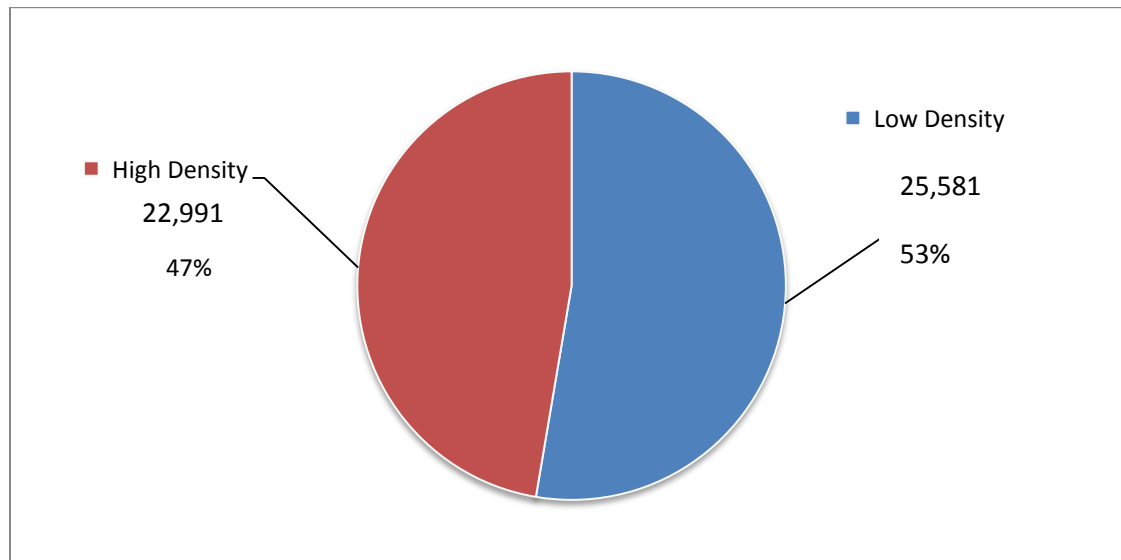


Table 2: Number and Percent of Native American Students by County and Tribal Neighbors of Arizona Counties

County	Number of Native Students	Percent of Native Students in County	Percent of Native Students in State	Neighboring Reservations
Apache	8286	78.1%	17.3%	Navajo, Zuni, White Mountain Apache
Cochise	140	0.8%	0.3%	None
Coconino	5726	35.0%	12.0%	Havasupai, Hualapai, Hopi, Navajo
Gila	1876	27.1%	3.9%	San Carlos Apache, White Mountain Apache
Graham	478	8.3%	1.0%	San Carlos Apache
Greenlee	32	2.0%	0.1%	None
La Paz	504	22.0%	1.1%	Colorado River Indian Tribe
Maricopa	13975	2.2%	29.2%	Tohono O'odham Nation, Pascua Yaqui Tribe, Gila River Indian Community, Salt River Pima-Maricopa Community, Fort McDowell Indian Community
Mohave	726	3.3%	1.5%	Kaibab-Paiute, Hualapai, Ft. Mohave
Navajo	7665	45.7%	16.0%	Hopi, Navajo, White Mountain Apache
Pima	4649	3.4%	9.7%	Tohono O'odham Nation, Pascua Yaqui Tribe

County	Number of Native Students	Percent of Native Students in County	Percent of Native Students in State	Neighboring Reservations
Pinal	2846	6.4%	5.9%	Tohono O'odham Nation, Gila River Indian Community, Ak-Chin Indian Community, San Carlos Apache
Santa Cruz	5	0.1%	0.0%	None
Yavapai	612	2.6%	1.3%	Yavapai-Prescott, Yavapai Apache
Yuma	375	1.1%	0.8%	Quechan, Cocopah

Note: Tribes listed are those that border or are contained inside county lines. However, Native American students in Maricopa and Pima counties represent a wide variety of tribes in each of these counties. Percent of Native American Students in County was calculated taking the number of Native American Students in a particular county and dividing that number by the total number of students enrolled in each county. The percent of Native American Students in State was calculated taking the number of American students enrolled in 2012 in a particular county and dividing that number by the total number of Native Americans enrolled in the State in Oct 2012, which was determined to be 47,895.

In order to study differences of how Native American students perform in distinct educational environments, this report largely compares students and schools with high concentrations of Native American students (i.e., high density) to all others (i.e., low density; see Table 3). Upon examining the distribution of Native American students across schools in Arizona, there were concentrations of students at schools where over 72 percent of the student body were Native American students. Schools below this cutoff had distinctly lower proportions of Native American residents residing within their school's census tract.

Table 3: Number of Schools in IEA LEAs vs. Non-IEA LEAs by Density

School Type	District Type		Total Number of Schools
	Non-IEA LEA	IEA LEA	
Low Density	1593	500	2093
High Density	25	63	88
Total Number of Schools	1618	563	2181

Using this criterion, 88 schools were classified as high density² meaning that at least 72 percent of the total students enrolled in the school are Native American (See Appendix F for the list of schools). Because of the natural threshold in Native American student population, schools with 72 percent or greater are considered high density schools and those with less than 72 percent are considered low density schools.

² Two public schools met the 72 percent cutoff score, but were not included in this analysis because they do not serve K-12 students. These schools are the Integrated Preschool (School Entity ID 4713) and the Santan Head Start program (School Entity ID 8063).

In accordance with the Indian Education Act (IEA), A.R.S. §15-241 (2011), this report also provides analyses of student achievement and school performance for LEAs that are within or are adjacent to tribal lands. Sixty LEAs were identified that fit this criterion (See Appendix G for the list of IEA LEAs). These districts will be referred to as IEA LEAs throughout the report.

Results

Academic Achievement – Race and Ethnicity

First, we examined Native American students’ achievement compared to all other race/ethnicities on performance level on AIMS from 2012 to 2013 in mathematics and reading. There was a significant, but small difference between ethnicities in the change in performance level in reading from 2012 to 2013, $F(6, 381,291) = 14.02, p < .00, \eta^2 = .00$. There was also a statistically significant small difference between ethnicities in the change in performance level in mathematics from 2012 to 2013, $F(6, 381,272) = 30.74, p < .00, \eta^2 = .00$.

Figure 3: All Students’ Average Performance Statewide on the AIMS Reading Assessment by Race/Ethnicity, Grades 3-8 and High School

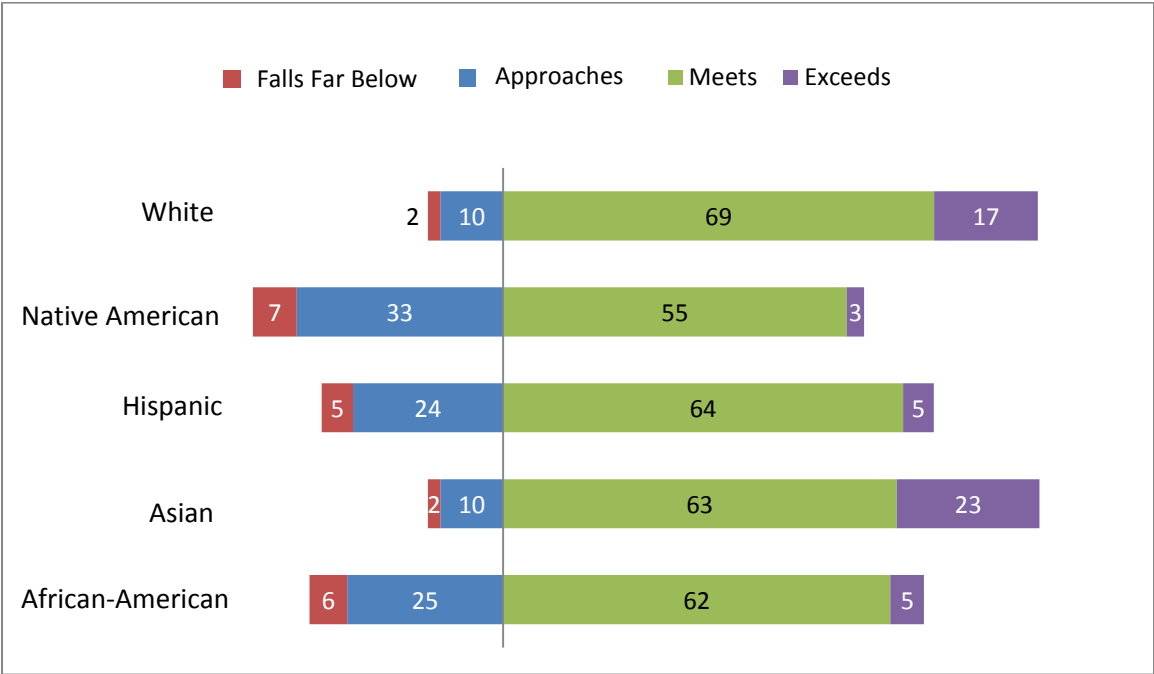
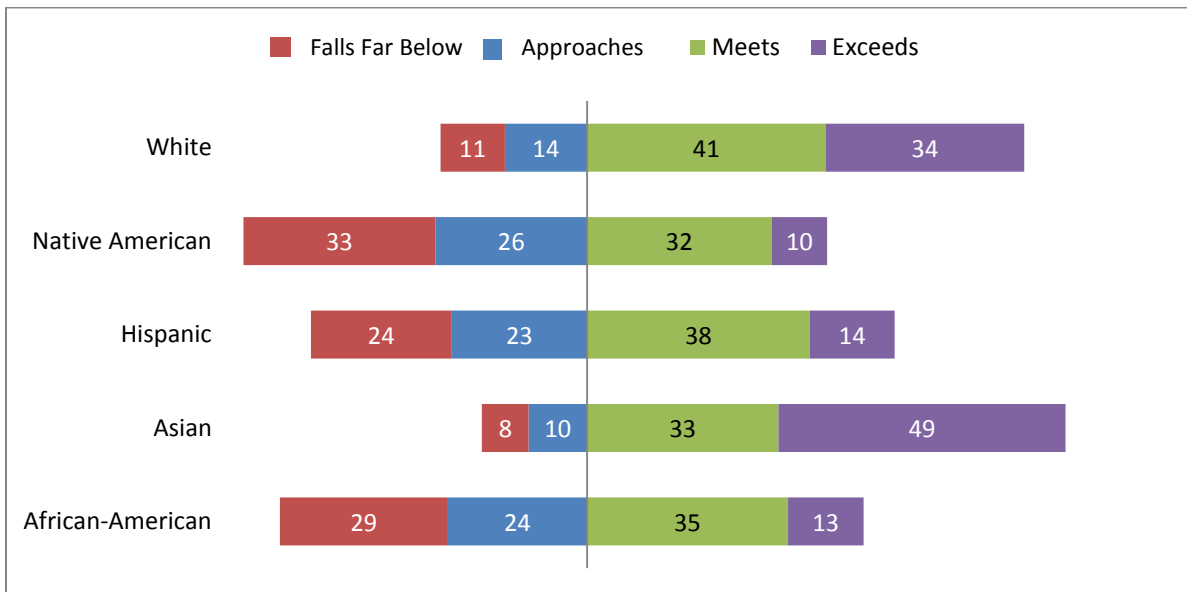


Figure 4: All Students' Average Performance Statewide on the AIMS Mathematics Assessment by Race/Ethnicity, Grades 3-8 and High School



We also examined the percent of students passing the AIMS test, (i.e., achieving the Meets or Exceeds proficiency level) for their grade. The percent of Native American students passing AIMS in either reading or mathematics in all years was the lowest of the race/ethnic groups; however, Native American students show the second highest increase (7 percent) in average percent passing in reading from 2010 to 2013. Native American and Hispanic students show the highest increase of 7 percent in average percent passing in mathematics from 2010 to 2013, though this increase was not statistically significant compared to what was seen in other groups. Also, the average percent passing in reading and mathematics increased each year for all race/ethnicity groups in Arizona (see Figures 5 and 6).

Figure 5: Percent Passing AIMS Reading Assessment by Race/Ethnicity, Grades 3-8 and High School

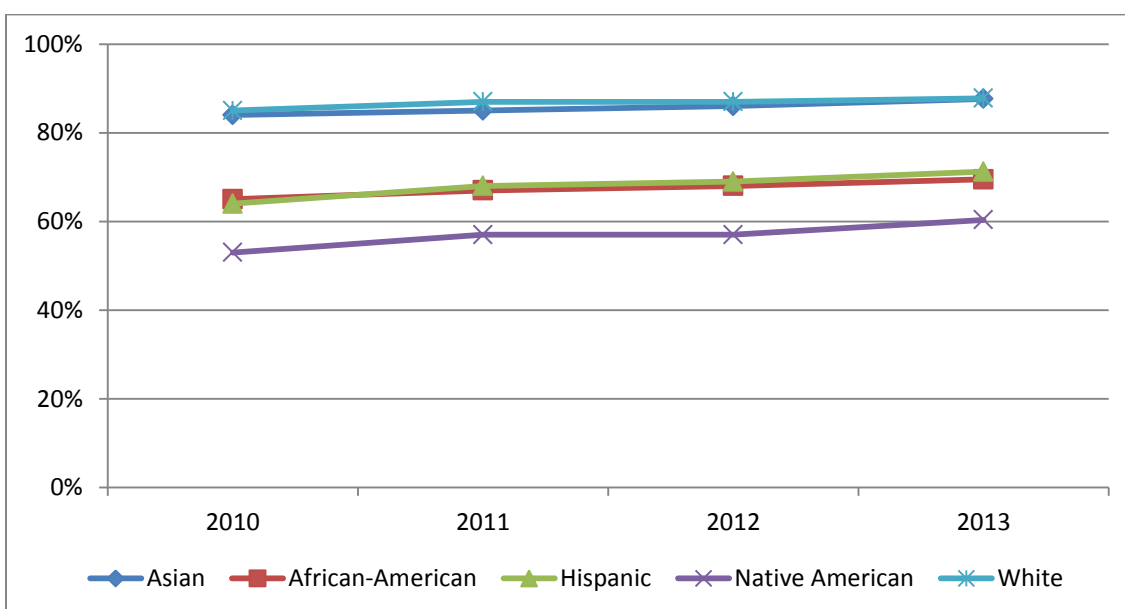
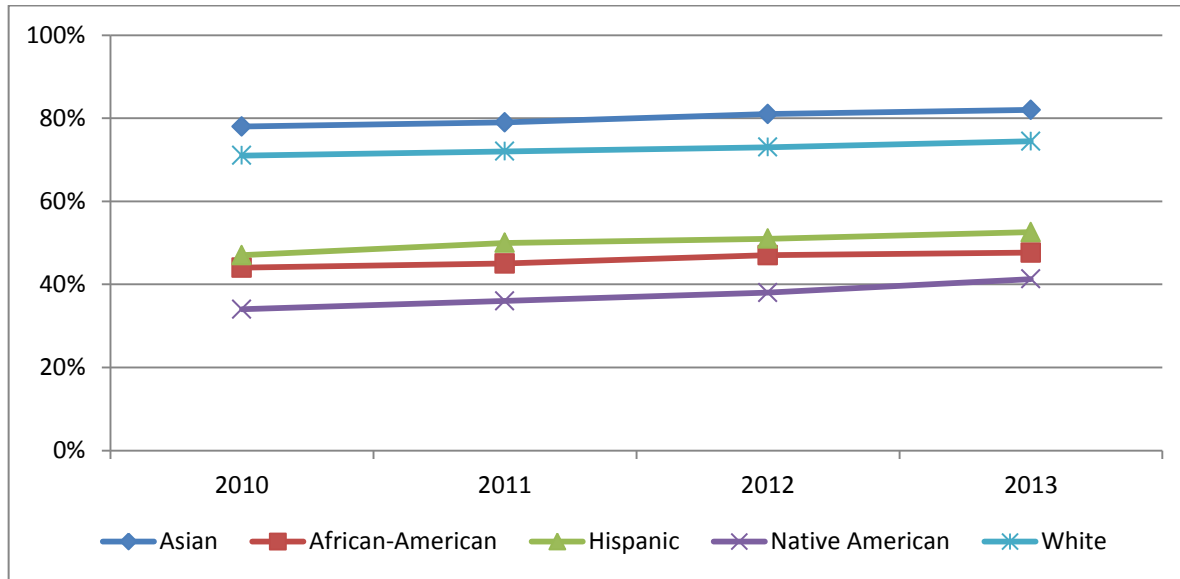


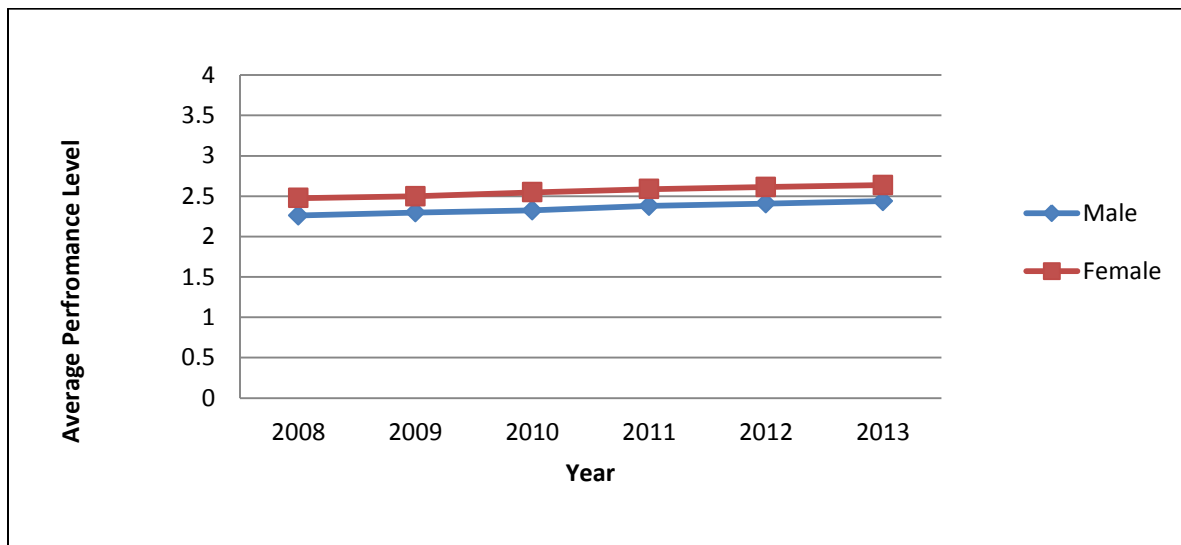
Figure 6: Percent Passing AIMS Mathematics Assessment by Race/Ethnicity, Grades 3-8 and High School



Academic Achievement – Gender

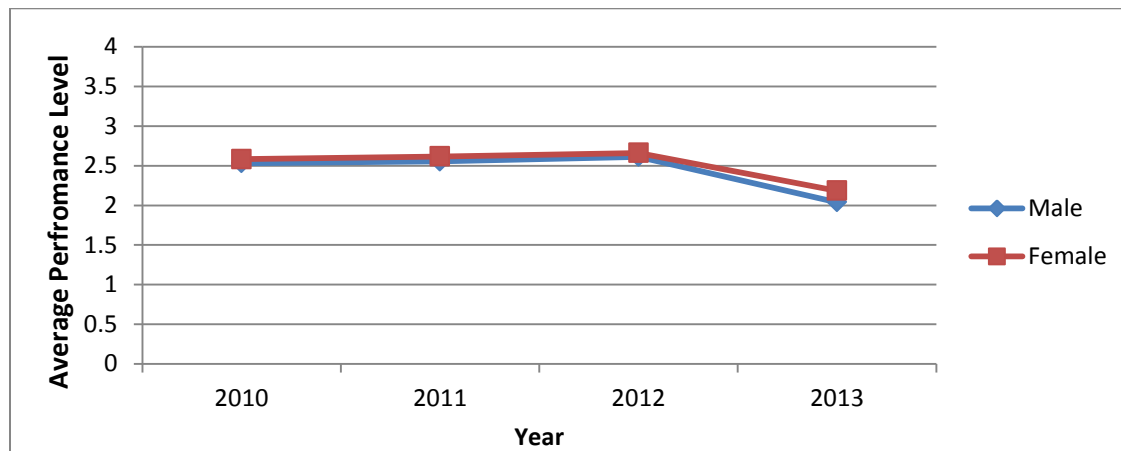
We also examined academic performance among Native American students by gender. Female students significantly outperformed male students on both AIMS Reading and Mathematics assessments (see Figures 7 and 8). The four proficiency levels each has an associated score (Exceeds = 4, Meets = 3, Approaches = 2, and Falls Far Below = 1). A passing score is one that is at or above the “Meets” category.

Figure 7: Native American Students’ Performance on the AIMS Reading Assessment by Gender, Grades 3-8 and High School



Note: AIMS performance level of 1 = Falls Far Below, AIMS performance level of 2 = Approaches, AIMS performance level of 3 = Meets, and AIMS performance level of 4 = Exceeds.

Figure 8: Native American Students' Performance on the AIMS Mathematics Assessment by Gender, Grades 3-8 and High School



Note: AIMS performance level of 1 = Falls Far Below, AIMS performance level of 2 = Approaches, AIMS performance level of 3 = Meets, and AIMS performance level of 4 = Exceeds.

Academic Achievement – By School Density – Native American Students

Next, we examined how Native American students performed in high density schools compared to low density schools. As mentioned earlier, high density schools are those whose enrollment includes at least 72 percent Native American students. From 2010 through 2013, Native American students in high density schools had fewer students score proficient (passing at the Meets performance level or above) on the AIMS in both the Reading and Mathematics assessments each year than Native American students at low density schools (see Figures 9 and 10). In 2013, fewer Native American students in each category were in the Falls Far Below performance level for AIMS Reading than in any other year since 2010. The same is true for the Native American students in the high density schools for mathematics.

Figure 9: Native American Students' Performance on the AIMS Reading Assessment by Density, Grades 3-8 and High School

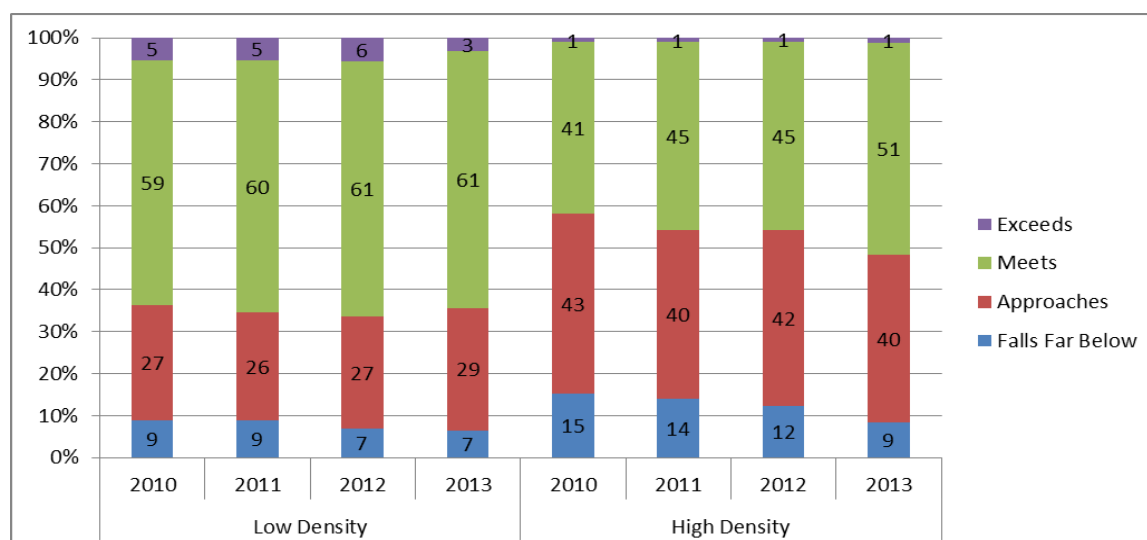
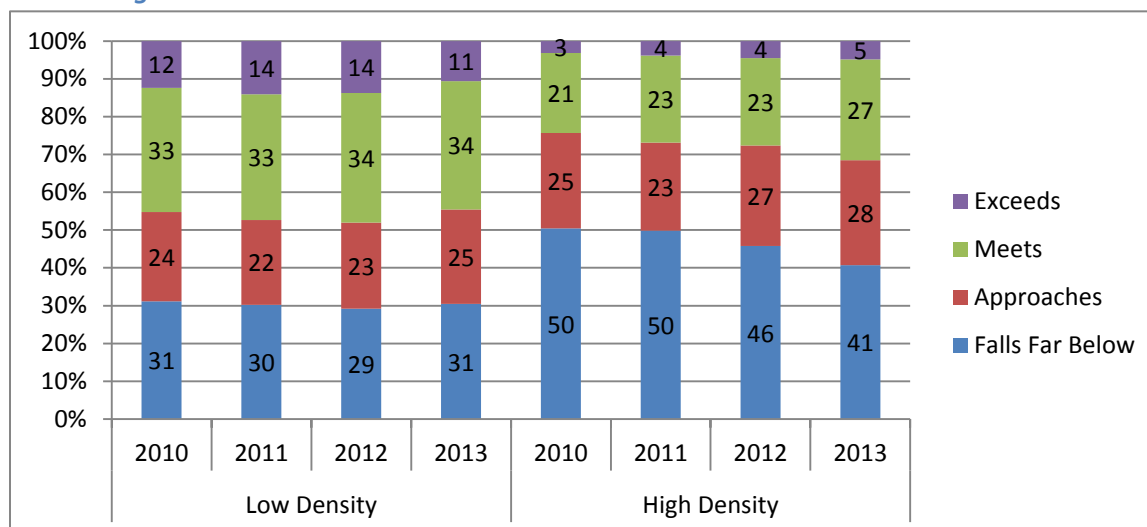


Figure 10: Native American Students' Performance on the AIMS Mathematics Assessment by Density, Grades 3-8 and High School



Academic Achievement – School Density – By Race/Ethnicity

We also examined the percent of all ethnic groups passing AIMS at high density schools and low density schools. **In low density schools**, the percent of Native American students passing is lower than all other race/ethnic groups for both the Reading and Mathematics assessments (see Figures 11 and 12). Native American students in low density schools showed the largest decrease in percent passing AIMS in both mathematics and reading. From 2012 to 2013 Native American students decreased in percent passing mathematics by 7 percent (see figure 11). From 2012 to 2013 there was a decrease of 8 percent in mathematics (see Figure 12).

Figure 11: All Students' Percent Passing AIMS Reading in Low Density Schools by Race/Ethnicity, Grades 3-8 and High School

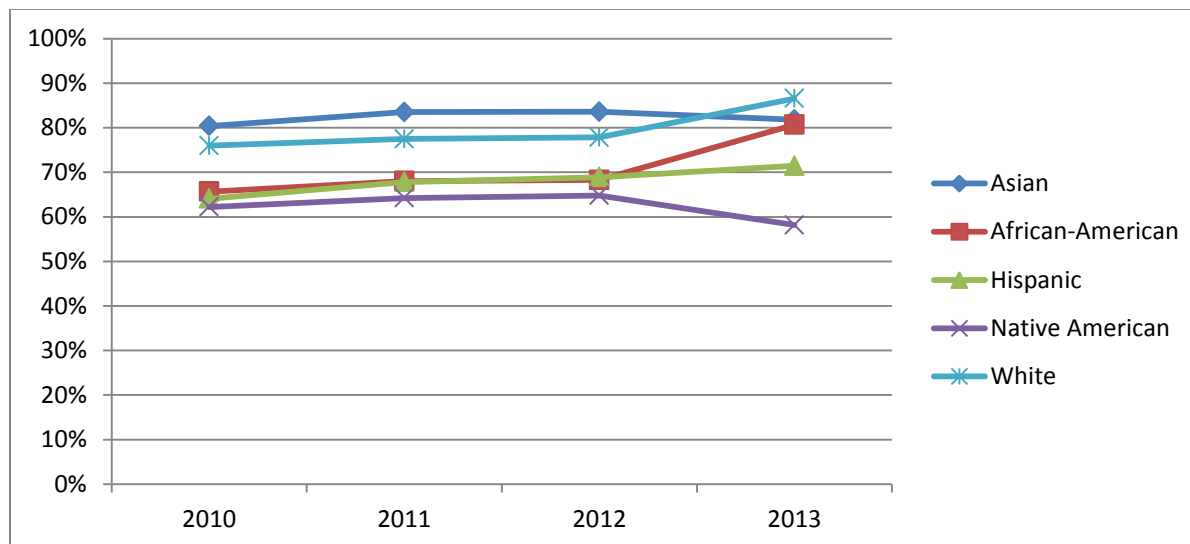
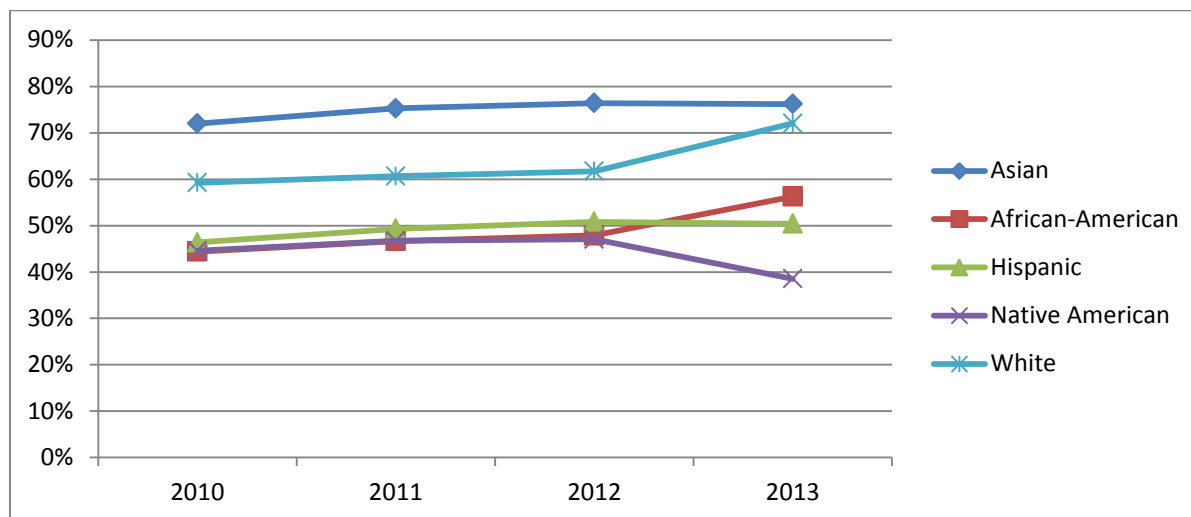


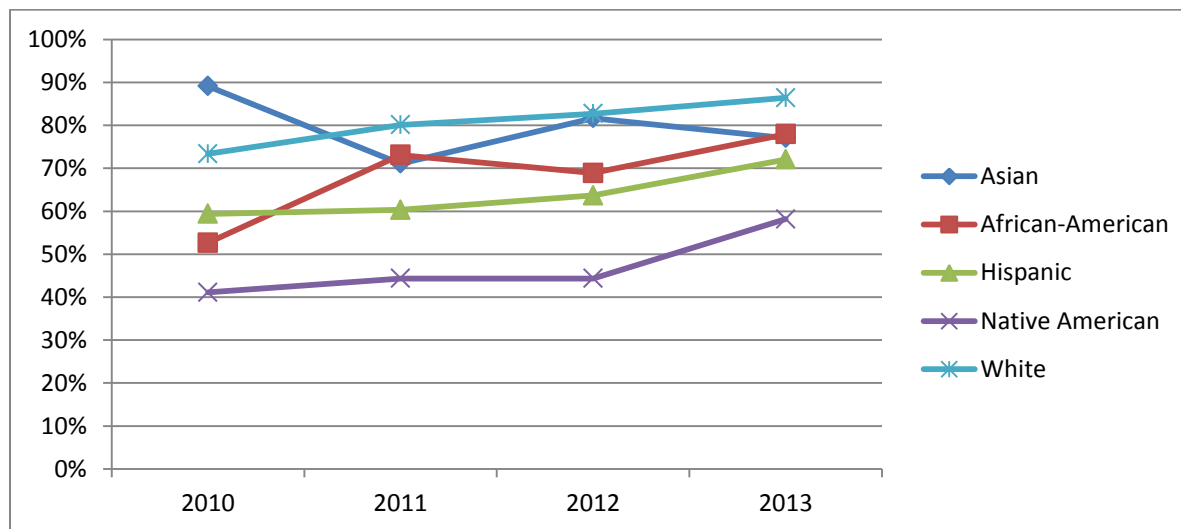
Figure 12: All Students' Percent Passing AIMS Mathematics in Low Density Schools by Race/Ethnicity, Grades 3-8 and High School



Note for Figure 11 and Figure 12: Population breakdown consists of Asian, 3% (27,939); African-American, 6% (52,870); Hispanic, 44% (409,059); Native American, 3% (27,230); White, 44% (408,960).

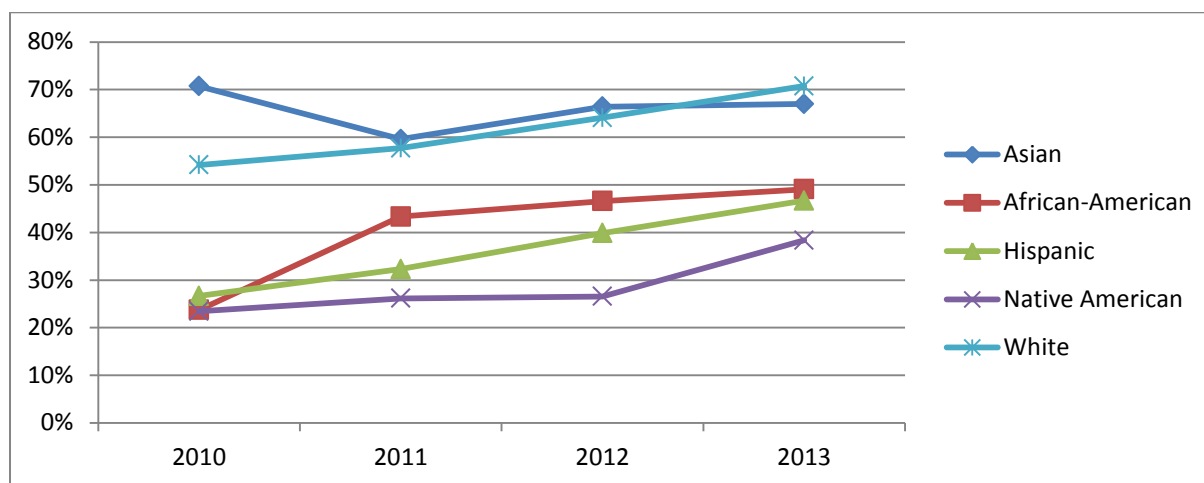
At high density schools, the percent of Native American students passing the AIMS Mathematics and Reading assessments was lower than all race/ethnic groups (see Figures 13 and 14).³ The percent of Native American students at high density schools passing AIMS Reading increased from 44 percent in 2012 to 58 percent in 2013, and the percent passing in Mathematics increased from 26 percent to 38 percent between 2012 and 2013.

Figure 13: All Students' Percent Passing AIMS Reading in High Density Schools by Race/Ethnicity, Grades 3-8 and High School



³ The percent of African American students tested in high density schools is quite low at 0.06 in 2010 and 0.14 percent in 2011.

Figure 14: All Students' Percent Passing AIMS Mathematics in High Density Schools by Race/Ethnicity, Grades 3-8 and High School



Note for Figure 13 and Figure 14: Population breakdown consists of Asian, .5% (107); African-American, .2 % (47); Hispanic, 2% (423); Native American, 95% (20,947); White, 3% (624).

Academic Achievement – School Districts (LEAs)

At the district level, Native American students in IEA LEAs performed below students in all other race/ethnic groups. In 2013, this difference was showing a significant difference among race/ethnic groups over time in reading, $F(6, 565,491) = 158.71, p=.000, \eta^2 = .994$ and in mathematics $F(6, 564,791) = 92.676, p=.000, \eta^2 = .989$. The eta squared [η^2] indicates the amount of variance that is attributed to the difference of the Native American students versus the other races/ethnicities. In this case, 99% in reading and mathematics. Overall, Native American students perform better in non-IEA LEAs and show higher average performance levels in both subjects (see Figures 15 through 20).

Figure 15: IEA LEA Students' Average Performance on the AIMS Reading Assessment by Race/Ethnicity, Grades 3-8 and High School

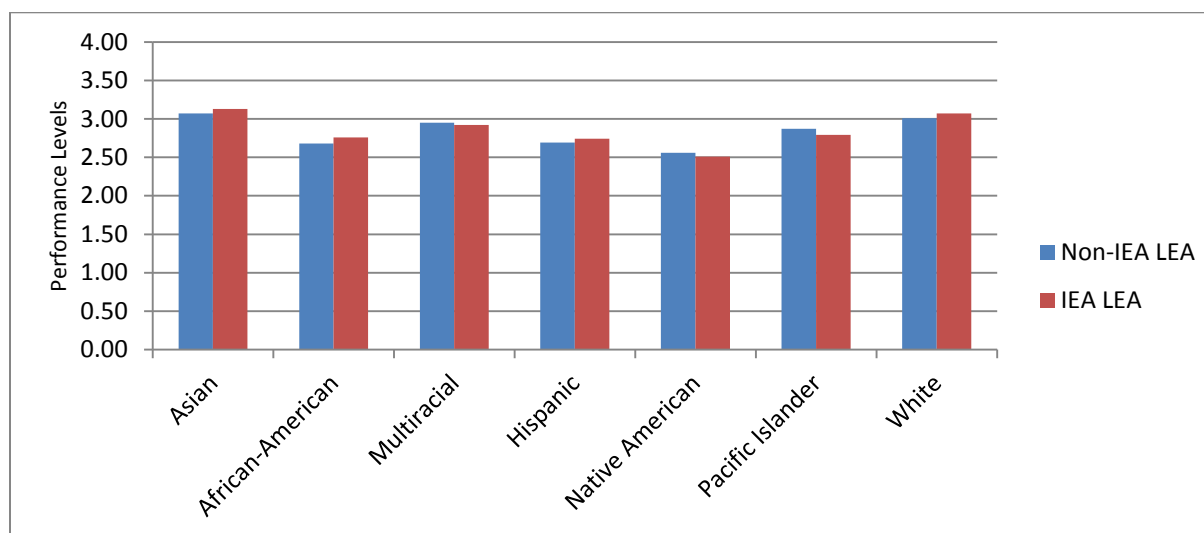
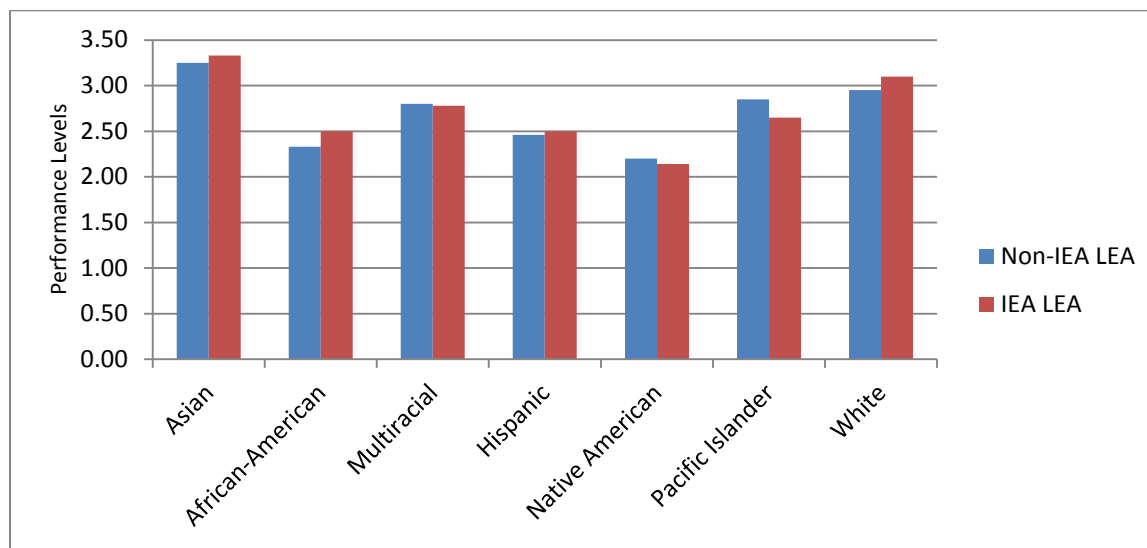


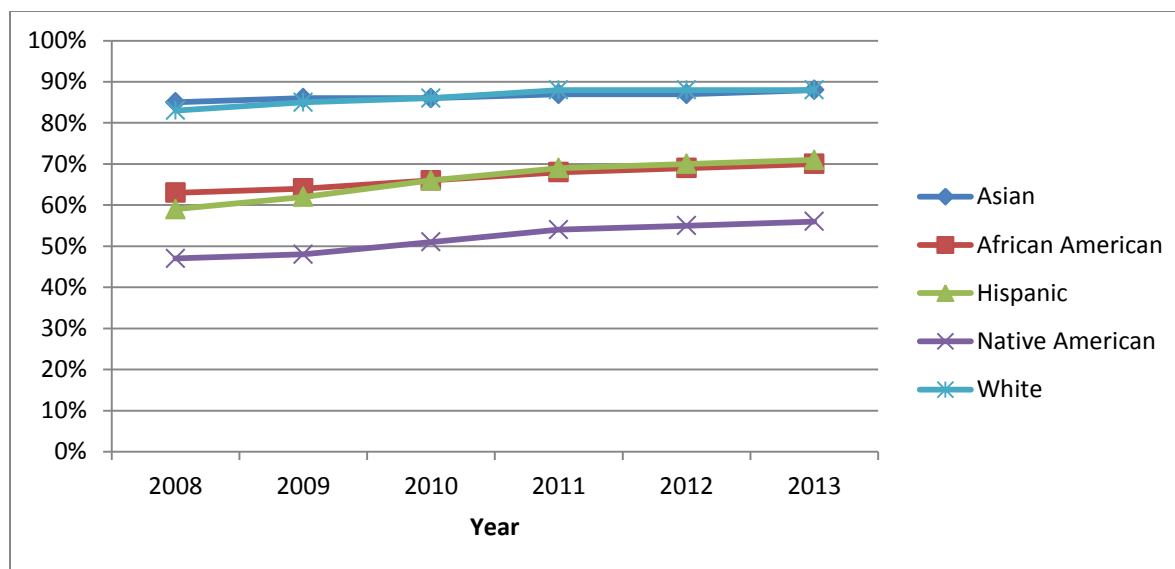
Figure 16: IEA LEA Students' Average Performance on the AIMS Mathematics Assessment by Race/Ethnicity, Grades 3-8 and High School



Note for Figures 15 and 16: AIMS performance level of 1 = Falls Far Below, AIMS performance level of 2 = Approaches, AIMS performance level of 3 = Meets, and AIMS performance level of 4 = Exceeds.

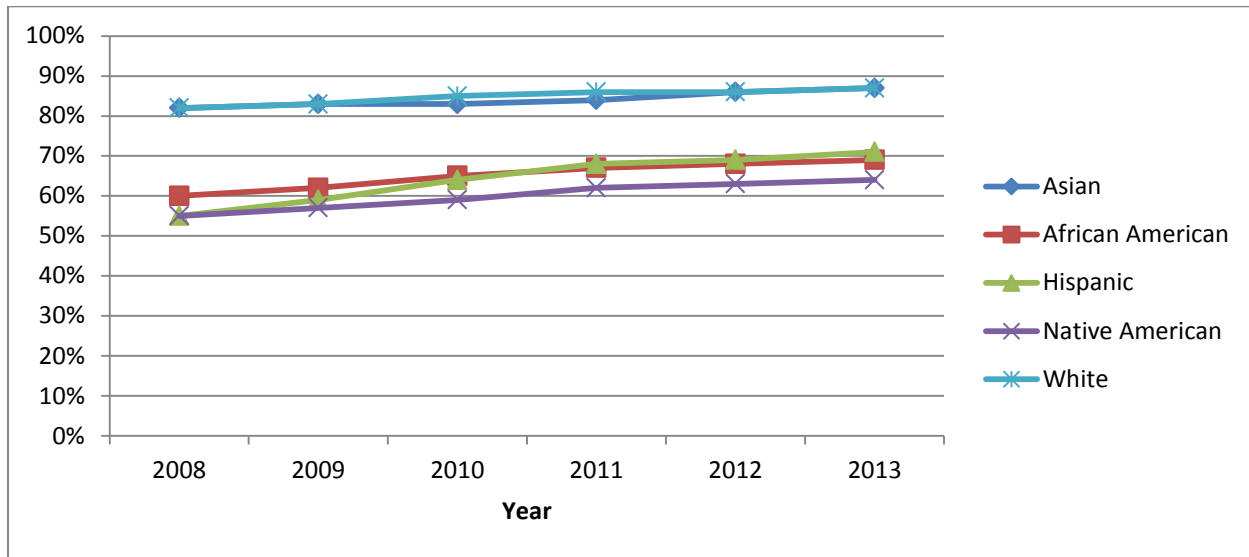
The percent of Native American students passing AIMS was lower at IEA LEAs (55 percent) than at non-IEA LEAs (63 percent). Native American students at both types of LEAs showed an increase from 2008 to 2013 in reading and from 2010 to 2013 in mathematics. These gains were among the highest of all racial/ethnic groups, with only Hispanic students showing greater gains.

Figure 17: IEA LEA Schools' Average Percent Passing on the AIMS Reading Assessment by Race/Ethnicity, Grades 3-8 and High School



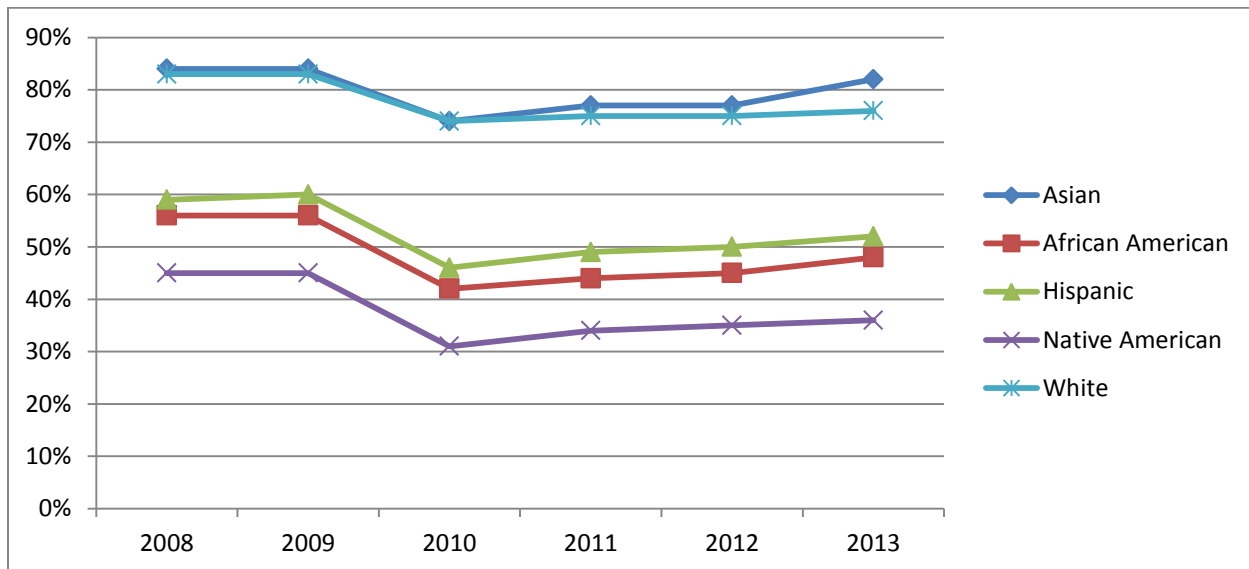
Note: Population breakdown consists of Asian, 1% (9,314); African-American, 2% (14,601); Hispanic, 30% (128,007); Native American, 37% (38,172); White, 32% (139,251).

Figure 18: Non-IEA LEA Schools' Average Percent Passing on the AIMS Reading Assessment by Race/Ethnicity, Grades 3-8 and High School



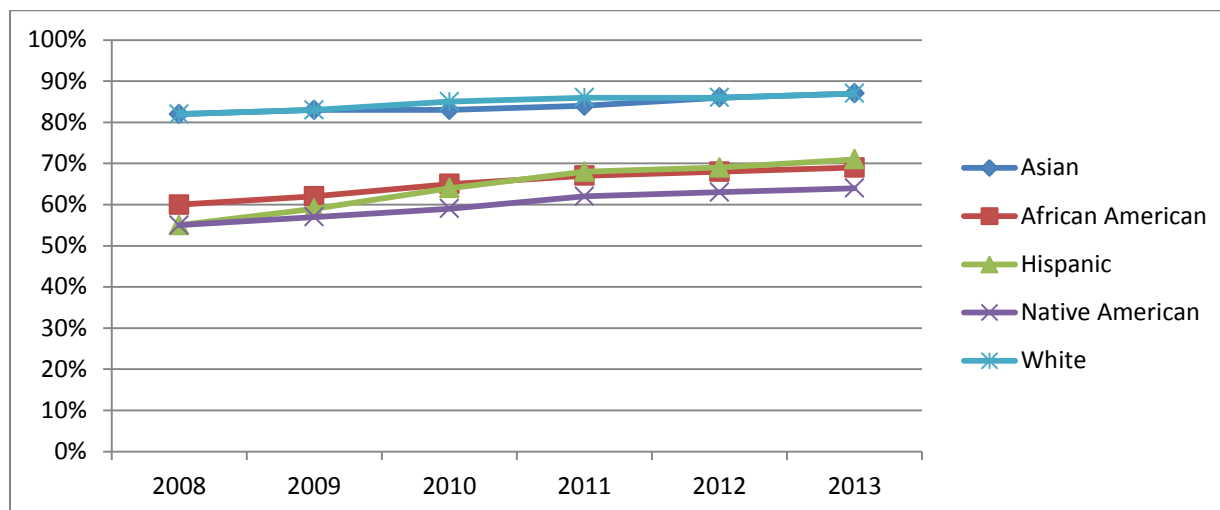
Note: Population breakdown consists of Asian, 3% (21,118); African-American, 7% (43,554); Hispanic, 41% (337,542); Native American, 6% (16,752); White, 46% (318,872).

Figure 19: IEA LEA Schools' Average Percent Passing on the AIMS Mathematics Assessment by Race/Ethnicity, Grades 3-8 and High School



Note: Population breakdown consists of Asian, 1% (9,314); African-American, 2% (14,601); Hispanic, 30% (128,007); Native American, 37% (38,172); White, 32% (139,251).

Figure 20: Non-IEA LEA Schools' Average Percent Passing on the AIMS Mathematics Assessment by Race/Ethnicity, Grades 3-8 and High School



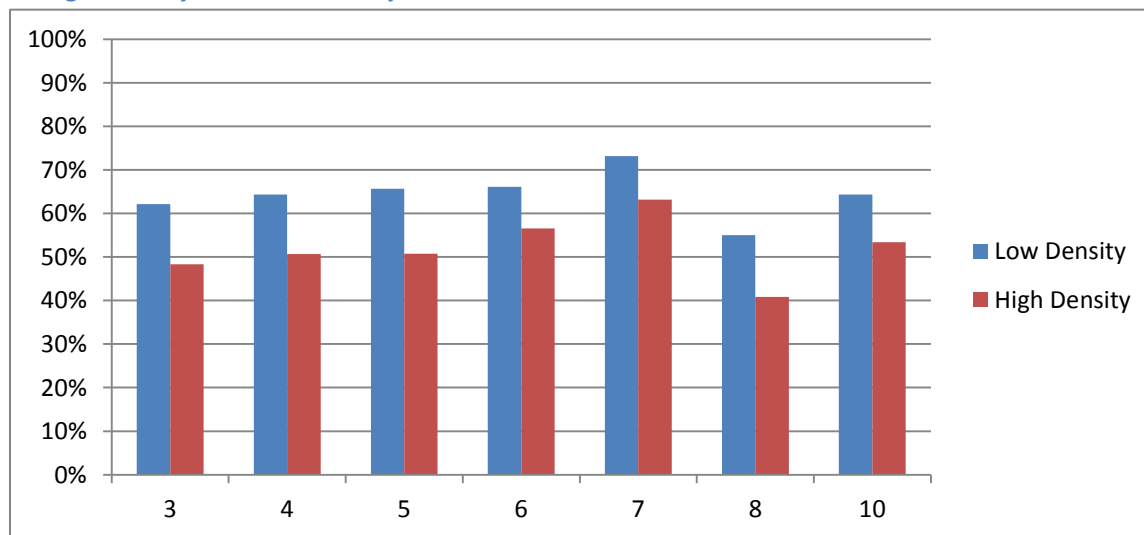
Note: Population breakdown consists of Asian, 3% (21,118); African-American, 7% (43,554); Hispanic, 41% (337,542); Native American, 6% (16,752); White, 46% (318,872).

Academic Achievement – AIMS Percent of Native American Students Passing by Grade in 2013

By grade, Native American students across school types show interesting patterns in the percent passing AIMS (see Figures 21 and 22). In reading, students in the early grades, especially Grade 3 and Grade 5, showed lower performance than students in the upper grades. Native American students had the highest passing rates in Grades 6 and 7. In mathematics, students generally performed better in the earlier grades than in later grades in all school types.

Figure 21 a-b: Native American Students' Average Percent Passing AIMS Reading by Grade, 2013

a. High Density and Low Density



b. IEA LEA and Non-IEA LEA

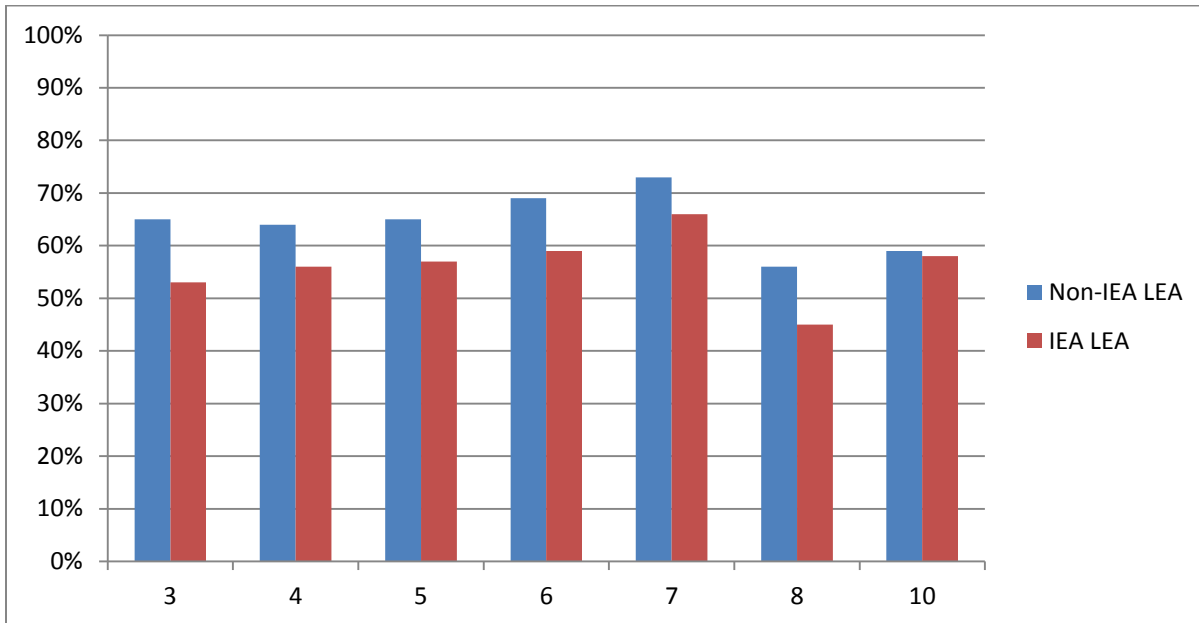
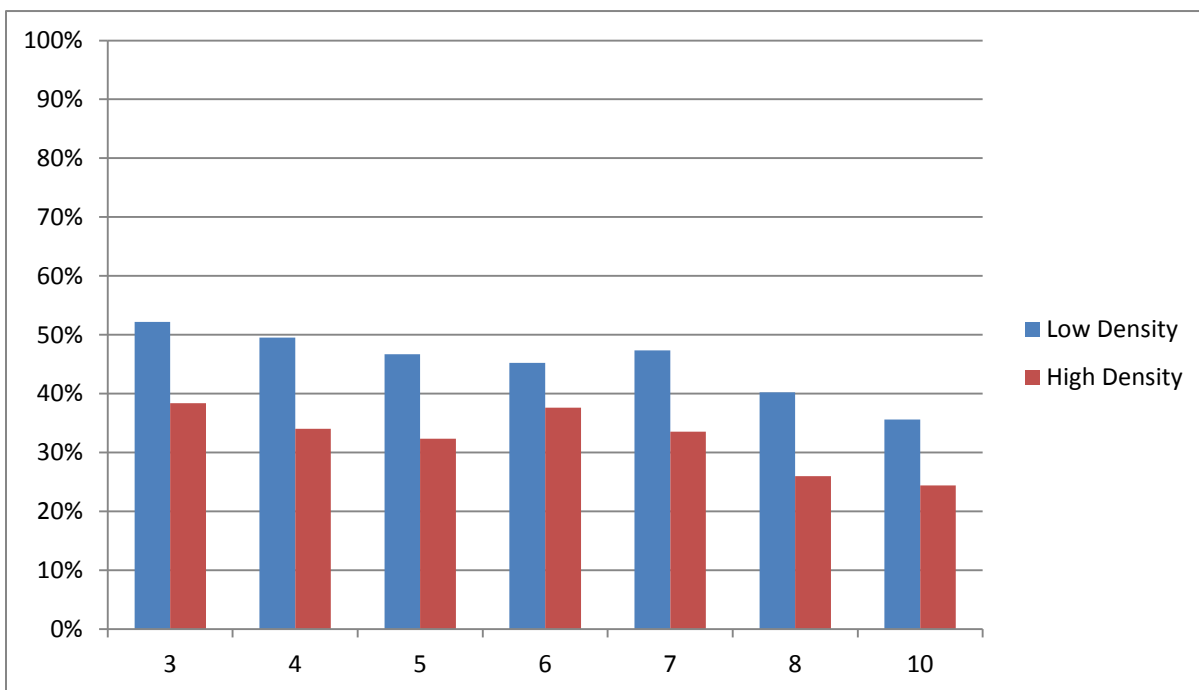
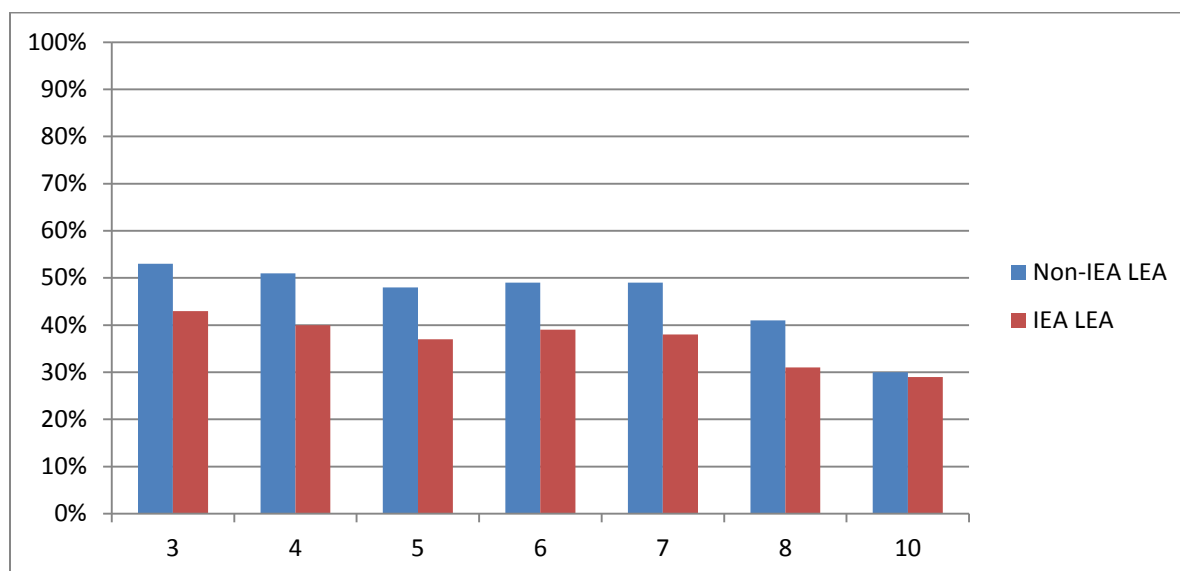


Figure 22 a-b: Native American Students' Average Percent Passing AIMS Mathematics by Grade, 2012

a. High Density and Low Density



b. IEA LEA and Non-IEA LEA



Student Growth Percentiles (SGP) by Density and Race/Ethnicity

A Student Growth Percentile (SGP) describes the amount of growth a student achieves in relation to students with similar academic history. We examined differences in SGP between high and low density schools and by ethnicity. The SGP shows how much a student grew in 2013 over previous years compared to his or her academic peers.

There was a significant but small difference in SGP among the race/ethnic groups in both mathematics and in reading (see Table 4). Native American students show the lowest average SGP in reading and mathematics of any race/ethnic group.

Table 4: Average Student Growth Percentile by Race/Ethnicity

Ethnicity	2011		2012		2013	
	Reading	Mathematics	Reading	Mathematics	Reading	Mathematics
Asian	55.97	57.77	57.13	59.27	57.53	58.58
African American	48.01	48.87	48.90	49.82	48.33	48.08
Hispanic	49.23	49.69	49.38	49.78	49.09	48.92
Native American	44.68	46.70	45.37	47.94	45.66	47.45
White	50.66	49.74	51.37	50.78	50.87	50.85
Average	49.74	49.74	50.29	50.44	50.29	50.78

When comparing high to low density schools, there were mixed results for Native American students compared to other ethnicities (see Table 5). Results should be interpreted with caution here because there are large

differences in the number of students in each race/ethnic group in low versus high density schools. For example, in 2013, there were only 23 African American students with an AIMS test in high density schools, compared to over 24,000 in low density schools. This magnitude of difference in a sample size can impact statistical results. With these cautions in mind, in reading, Native American students' average SGP was lower than other racial/ethnic groups in reading for both high and low density schools. There was not a significant interaction between density and ethnicity, $F(6, 584,031) = 1.330, p = .240$. This means the differences in average SGP in reading among ethnicities was consistent across high and low density schools. However, in mathematics, the average SGP for Native American students was slightly higher in high density schools than in low density schools, and the average SGP of Native American students at high density schools was above the average for all students in high density schools. There was a significant but very small interaction between density and ethnicity $F(6, 583,288) = 2.64, p < .05, \eta^2 = .00$.

Table 5: Average Student Growth Percentile by School Density or District Type

School Type	All Students		Native American Students	
	Reading	Mathematics	Reading	Mathematics
Low Density	49.96	49.95	46.07	47.82
High Density	45.37	47.17	45.01	46.89
Non-IEA LEA	50.29	50.29	47.03	48.46
IEA LEA	49.91	49.92	45.05	47.00

Results are similar when we analyze differences in students' SGP within IEA LEA and non-IEA LEA districts. In reading, the average SGP of Native American students was lower than all other race/ethnicity groups in both IEA and non-IEA LEAs. There was a significant, but small interaction between IEA/Non-IEA and ethnicity in reading, $F(6, 598,451) = 15.32, p < .00, \eta^2 = .00$. In mathematics, we found similar results, where Native American students' average SGP was lower than other groups in both IEA and Non-IEA LEAs, and there was a very small but statistically significant interaction between IEA/Non-IEA LEA and ethnicity, $F(6, 597,731) = 22.92, p = .00, \eta^2 = .00$.

NAEP Achievement – Bureau of Indian Education and Arizona Public Schools

We compared academic achievement for students attending Arizona BIE schools and students attending schools with over 25 percent enrollment of Native American students. In contrast to the state definition, NAEP uses the threshold of 25 percent as the minimum to define a school with a high density of Native American students.

Students attending BIE schools scored lower on average than students attending schools with over 25 percent Native American enrollment on Mathematics and Reading in both 2007 and 2009. However, the differences are significant in only three instances (Grade 4 Mathematics 2009, Grade 8 Reading 2009, and Grade 4 Reading 2007). In contrast, schools with less than 25 percent Native American enrollment significantly outperform BIE

and over 25 percent schools (combined) in all tests except 2007 Grade 8 reading (see Table 6 and Figures 23 and 24)⁴.

Table 6: Average NAEP Scale Scores

2007	Average Scale Scores		
	BIE	Over 25%	Under 25%
Mathematics 4th grade	205	206	229**
Mathematics 8th grade	244	250	----
Reading 4th grade	174*	182	194*
Reading 8th grade	224	233	233
2009			
Mathematics 4th grade	203*	208	223**
Mathematics 8th grade	249	249	263*
Reading 4th grade	177	181	204**
Reading 8th grade	230**	242	---
2011			
Mathematics 4th grade	209*	212	220
Mathematics 8th grade	249	250	---
Reading 4 th grade	179	179	189
Reading 8 th grade	235**	233	---

**p<.01, *p<.05, ---- = data not available as reporting standards were not met or standard errors were not calculated for one or more estimates in the test

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007, 2009, and 2011 Mathematics and Reading Assessment.

⁴ The reading and mathematics NAEP scales range from 0 to 500.

Figure 23: NAEP Reading Scale Scores, 2005-2011

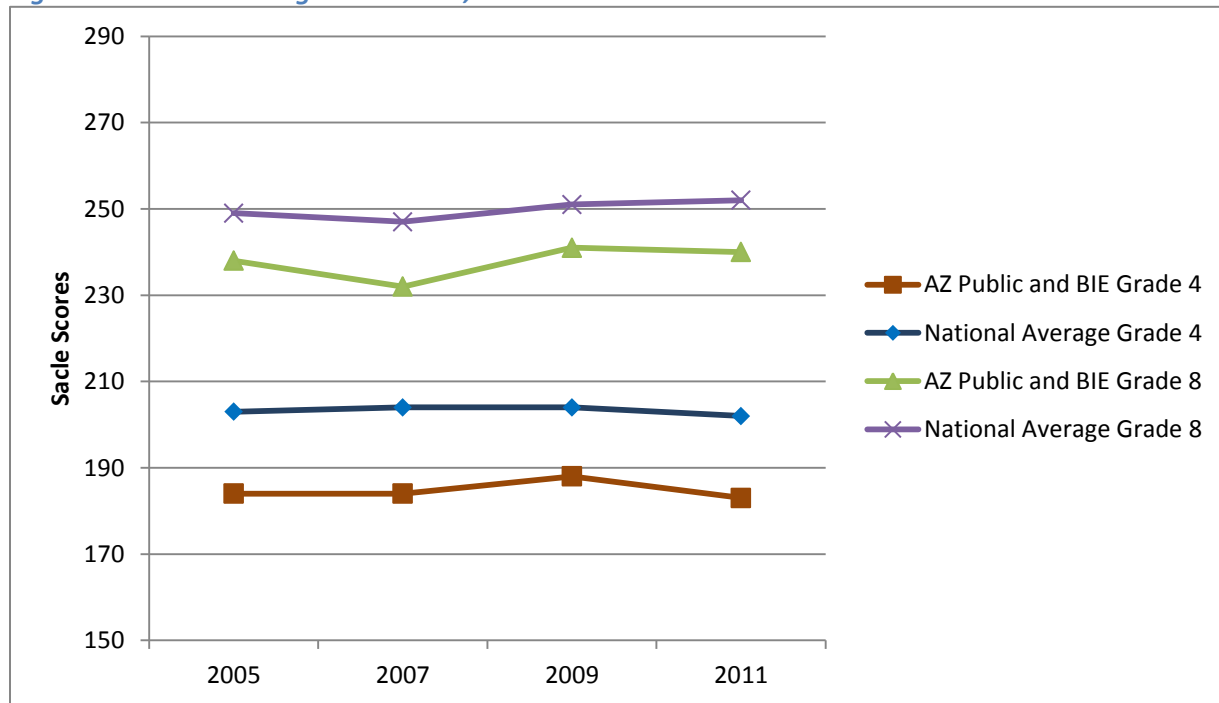
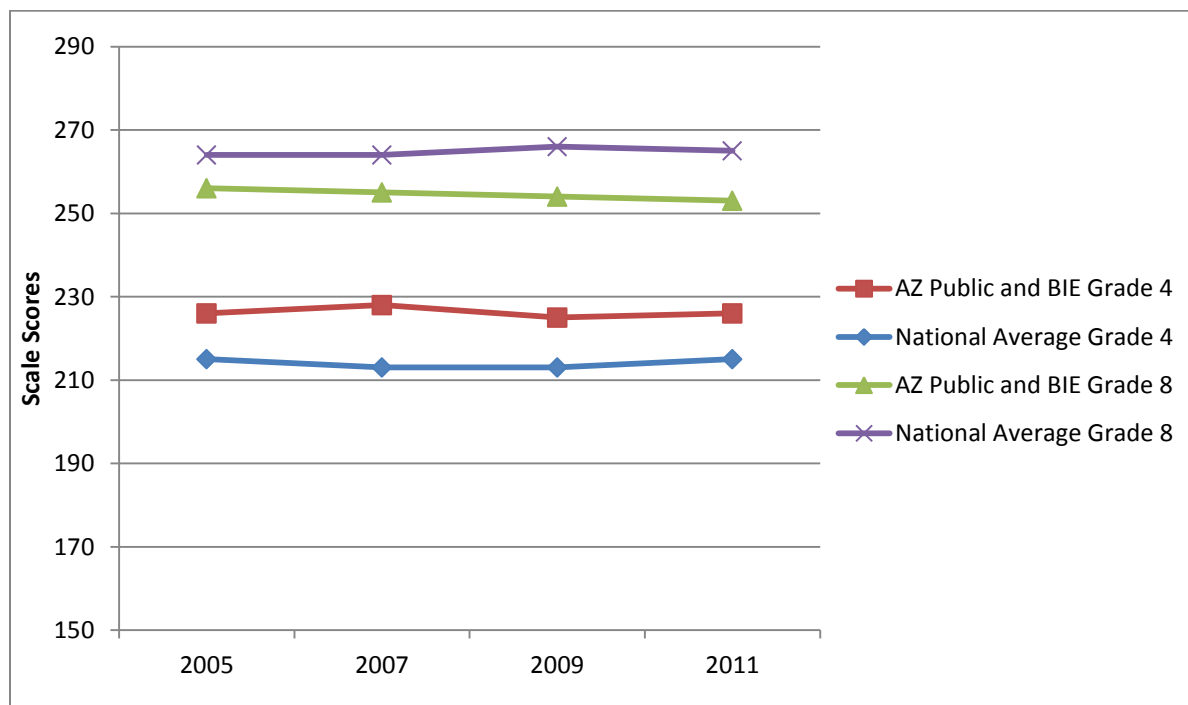


Figure 24: NAEP Mathematics Scale Scores, 2005-2011



Annual Measurable Objectives (AMOs)

In 2012, 31% of high density schools met AMOs in all grades and subgroups for both mathematics and reading, compared to 53% of low density schools (see Figure 25). The difference between low and high density schools in meeting their AMOs was significant $F(1,7694) = 740.382, p < .05$. The pattern is similar when comparing IEA LEAs to all other districts in the state. Nearly half (47%) of non-IEA LEAs had students meeting the AMOs in all grades and subgroups for both mathematics and reading, while only 37% of IEA LEAs were able to do so in 2012. The difference between non-IEA LEAs and IEA LEA schools was also significant, $F(1,1531)=13.83, p < .05$. Figure 26 presents the percentage of IEA LEAs and non-IEA LEAs who met AMO standards.

Figure 25: Percentage of High and Low Density Schools Meeting AMOs, 2013

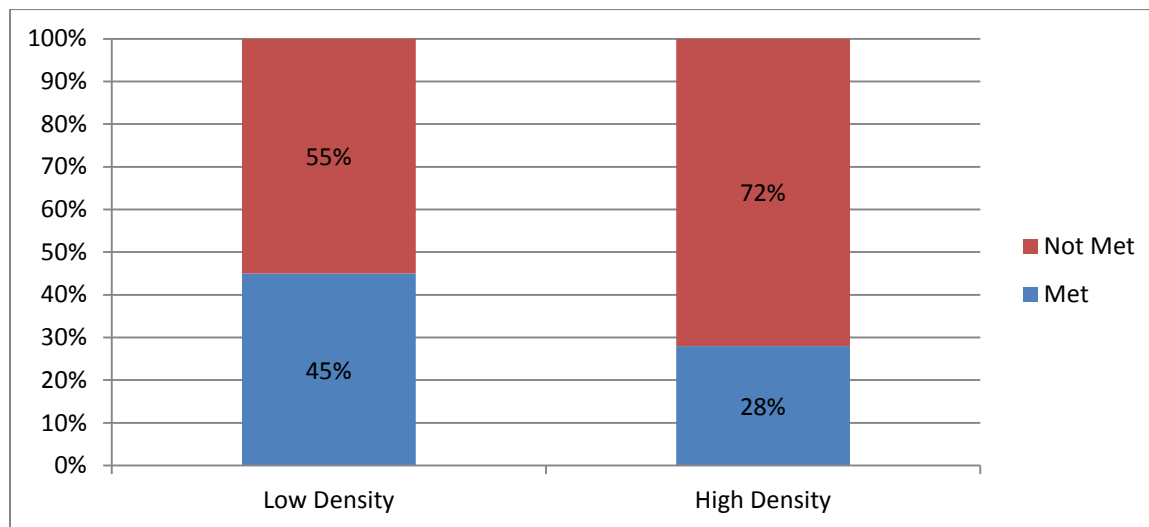
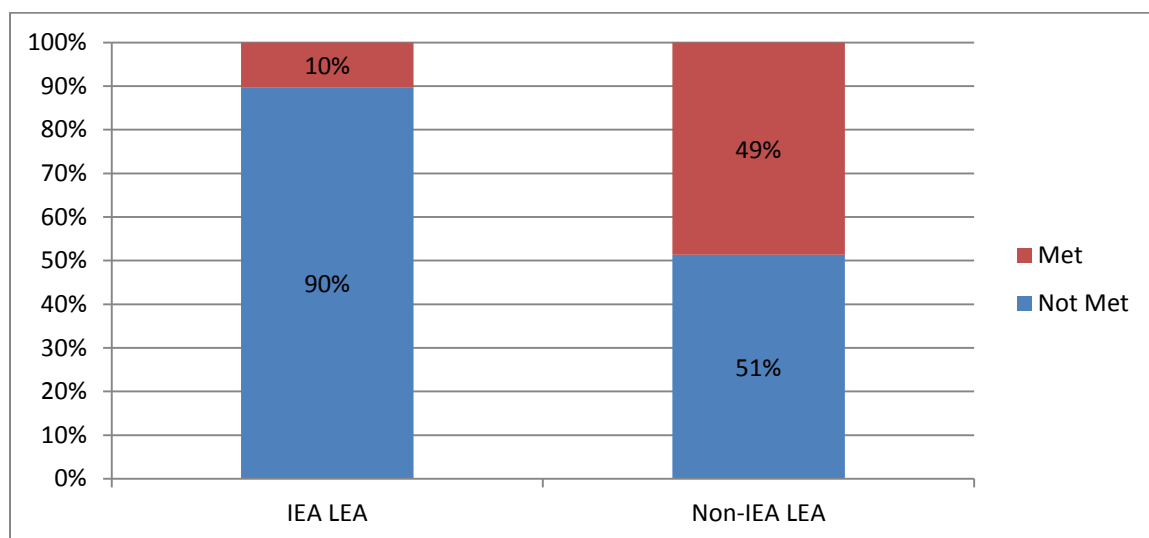


Figure 26: Percentage of Schools in IEA LEAs and Non-IEA LEAs Meeting AMOs, 2013



Tables 7 and 8 display the percentage of schools meeting AMOs for the Native American subgroup by grade level, for reading and mathematics separately. In 2013, no more than 25 percent of high density schools met AMOs for Native American students in any grade. Grade 8 had the lowest percentage of High Density Schools meeting AMOs for Native American students at 4 percent for reading and 0 percent for mathematics. Grade 6 had the highest percentages of high density schools that met AMOs at 25% for reading and 11 percent for mathematics. Table 8 describes that the average percentage of schools meeting AMOs for Native American students is consistently higher for schools in Non-IEA LEAs for both reading (81 percent versus 70 percent) and mathematics (67 percent versus 57 percent; see Table 8).

Table 7: Percentage of Schools Meeting AMOs for Native American Students by subject, grade and Density, 2012 and 2013

Low Density					High Density			
Grade	Reading		Mathematics		Reading		Mathematics	
	2012	2013	2012	2013	2012	2013	2012	2013
3	80%	79%	77%	71%	16%	19%	9%	13%
4	76%	82%	68%	71%	22%	22%	16%	13%
5	81%	83%	68%	68%	9%	6%	0%	3%
6	85%	83%	65%	69%	21%	25%	7%	11%
7	87%	86%	66%	70%	19%	16%	15%	4%
8	78%	73%	67%	60%	20%	4%	24%	0%
10	81%	84%	60%	61%	19%	21%	0%	4%
Average	81%	81%	68%	67%	18%	16%	10%	7%

Table 8: Percentage of Schools Meeting AMOs for Native American Students by Subject, Grade, and LEA, 2012 and 2013

Non-IEA Lea					IEA LEA			
Grade	Reading		Mathematics		Reading		Mathematics	
	2012	2013	2012	2013	2012	2013	2012	2013
3	81%	80%	76%	72%	67%	69%	68%	63%
4	77%	81%	68%	71%	67%	76%	62%	63%
5	80%	81%	67%	68%	71%	75%	61%	60%
6	83%	84%	63%	69%	76%	74%	58%	60%
7	87%	85%	66%	71%	70%	71%	53%	55%
8	77%	72%	66%	58%	65%	58%	62%	49%
10	79%	83%	58%	60%	67%	68%	45%	46%
Average	81%	81%	67%	67%	69%	70%	60%	57%

A-F Letter Grades

Figure 27 below shows the proportion of letter grades assigned to high and low density schools. On the state's new accountability system, the low density schools' letter grades are distributed relatively evenly. However, the high density schools are concentrated in the C and D grades. Twenty nine percent low density schools received an 'A' letter grade; whereas only 1 percent of the high density schools received an 'A' letter grade.

Twenty seven percent of Non-IEA LEAs and 7 percent of IEA LEAs received an 'A' letter grade (see Figure 28); whereas, both the Non-IEA and IEA schools had the same number of 'B' and 'C' letter grades (34percent and approximately 27 percent, respectively). There was, however, a much larger percentage of IEA LEAs (27 percent) with 'D' letter grades than non-IEA LEAs (13 percent). Appendix G shows each 2013 A-F Letter Grade by school and LEA.

Figure 27: Percentage of High and Low Density Schools Achieving Letter Grades, 2013

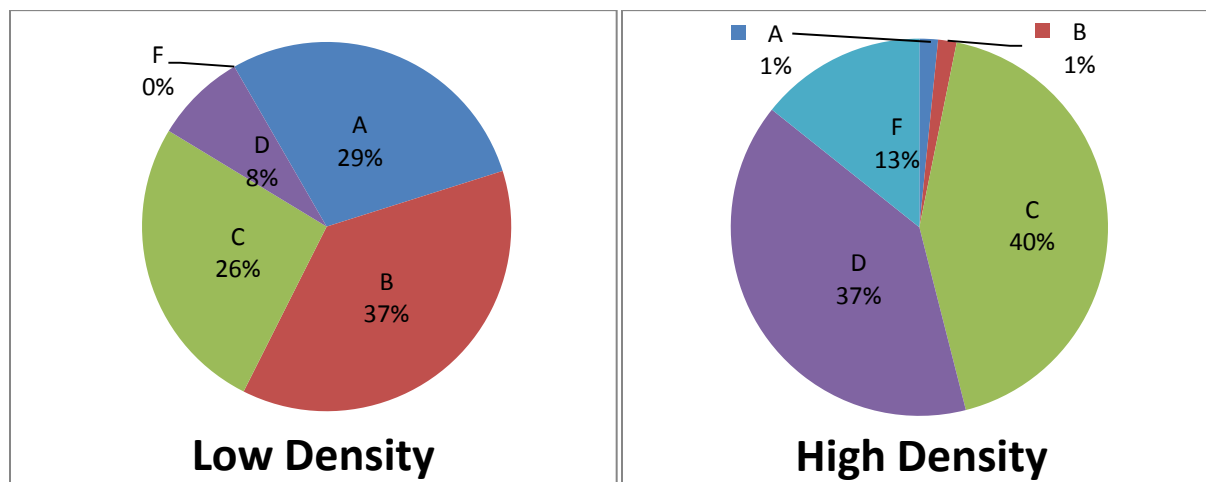
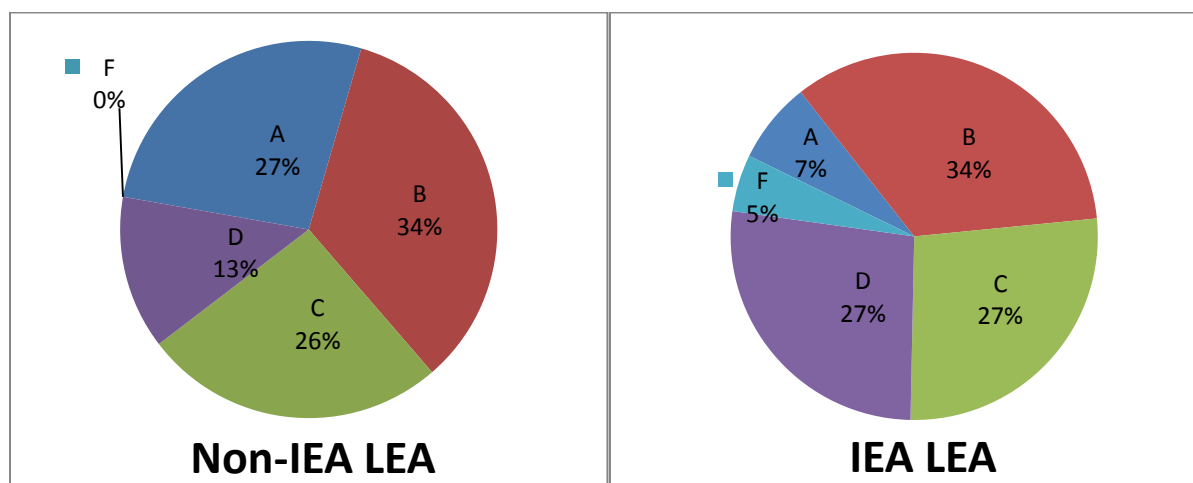


Figure 28: Percentage of Schools Achieving Letter Grades by LEA Type, 2013



Attendance Rates

Attendance rates from 2007 through 2013 appear fairly stable for low and high density schools, and all LEAs remaining above 90 percent. Overall, the High Density schools have shown a decline in attendance rates, particularly in 2010 and 2012. The Low Density schools remain fairly constant. The LEAs also have high attendance rates over this time period, with the IEA LEAs reporting slightly below the non-IEA LEAs. Figures 29 and 30 below depict the average attendance rates by group over time.

Figure 29: Attendance Rates for High and Low Density Schools, 2007-2013

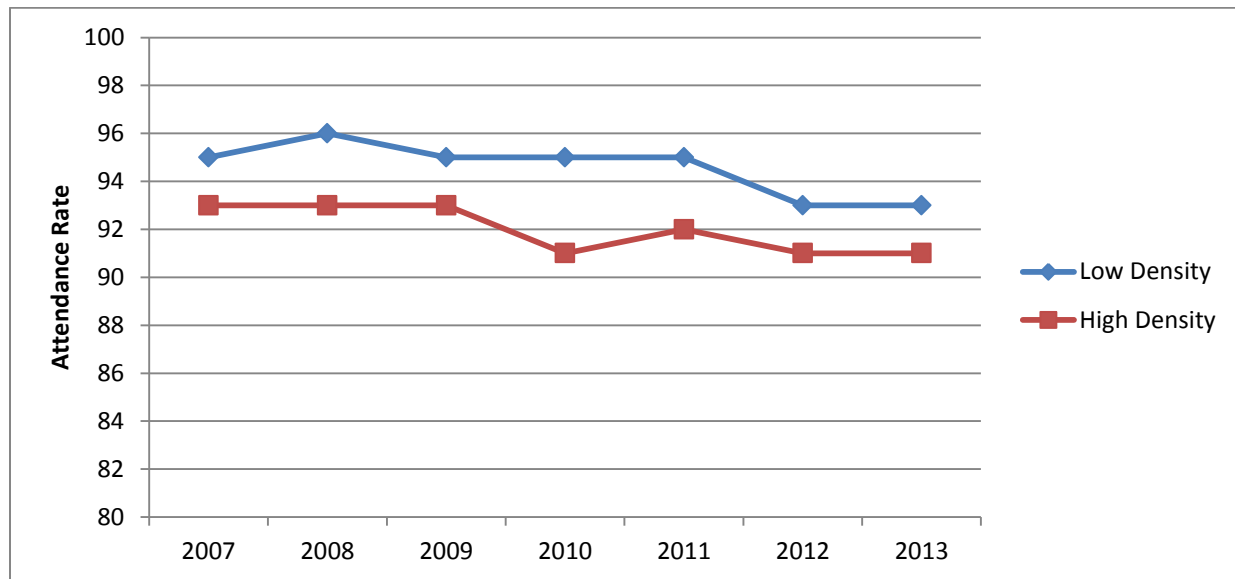
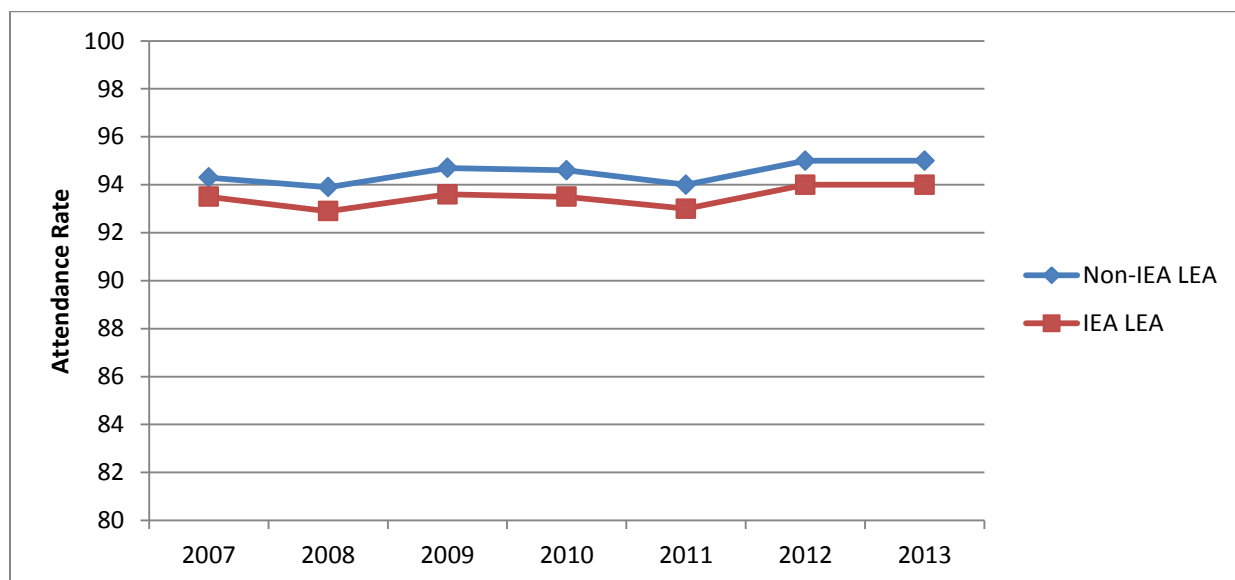


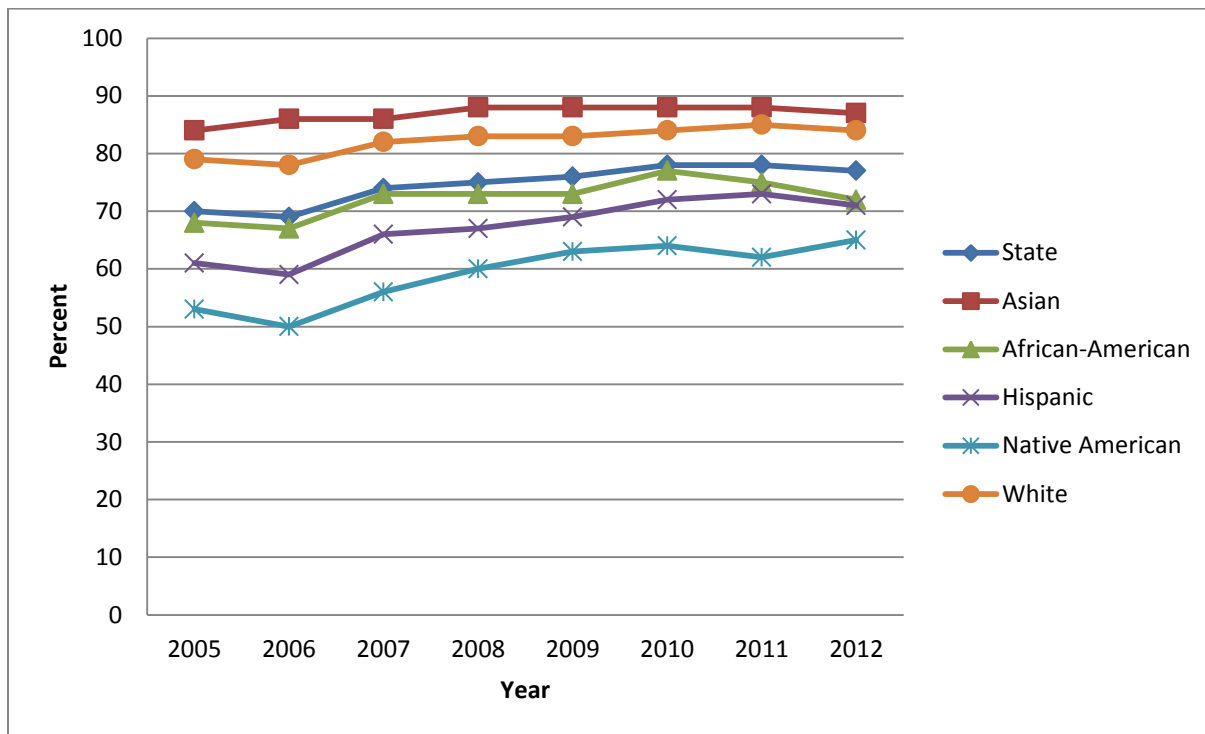
Figure 30: Attendance Percentage Rates for IEA LEAs and Non IEA LEA 2007-2013



Graduation Rates

We examined graduation rates among race/ethnic groups. Graduation rates steadily rose for all race/ethnic groups between 2005 and 2012. Figure 31 presents the average graduation rates by race/ethnicity statewide. Native American students show a 3 percent increase from 2011 to 2012. Graduation rate of Native American students will need to be viewed overtime to indicate if this increase continues to be consistent.

Figure 31: Graduation Rates by Race/Ethnicity, 2005-2012



Dropout Rates

We compared dropout rates for schools disaggregated by density and for IEA LEA type. There was a reduction in dropout rates for Native American students in 2013. A greater reduction was seen in high density schools (see Figure 32). In addition there was a 2 percent decrease in dropout rates in IEA LEAs as compared to a 1 percent reduction in Non-IEA LEAs (see Figure 33). Both IEA and Non-IEA LEAs have the lowest dropout rate since 2009 for Native American students.

Figure 32: Dropout Rates by High and Low Density Schools, 2009-2012

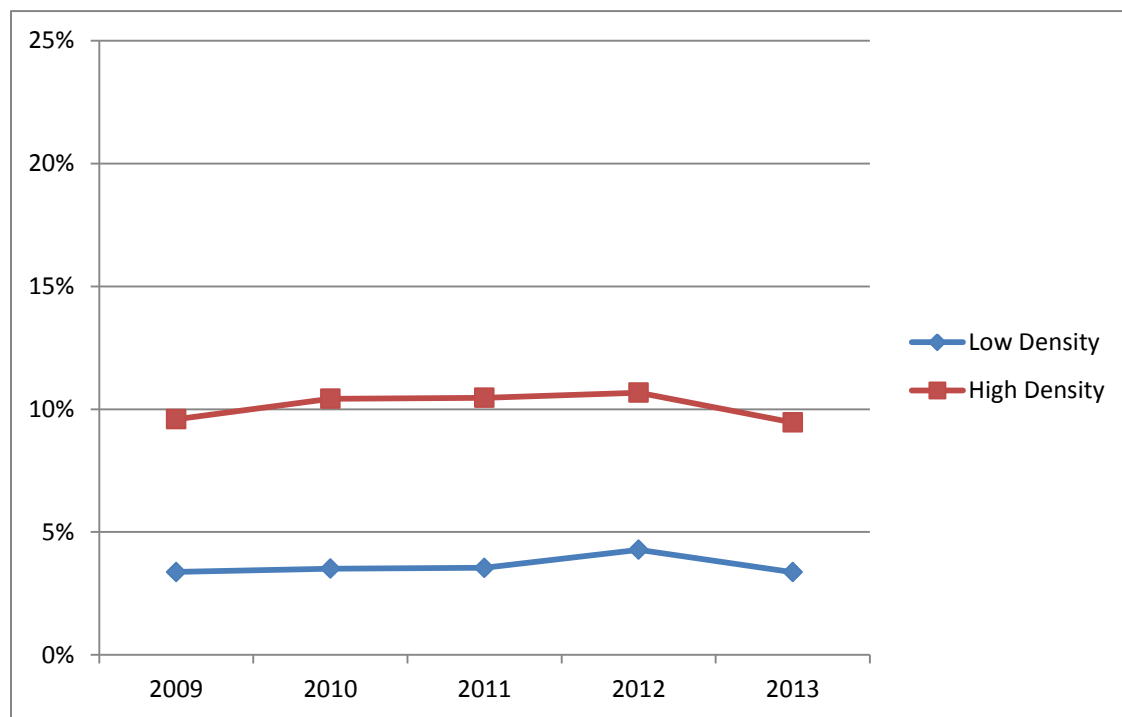
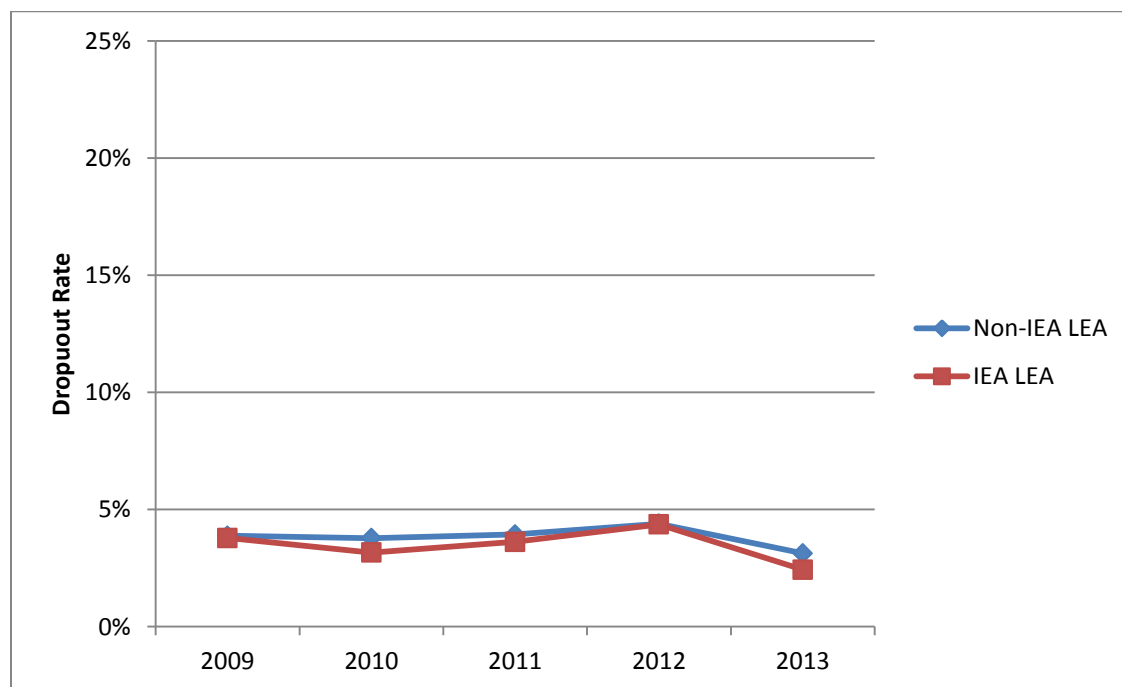
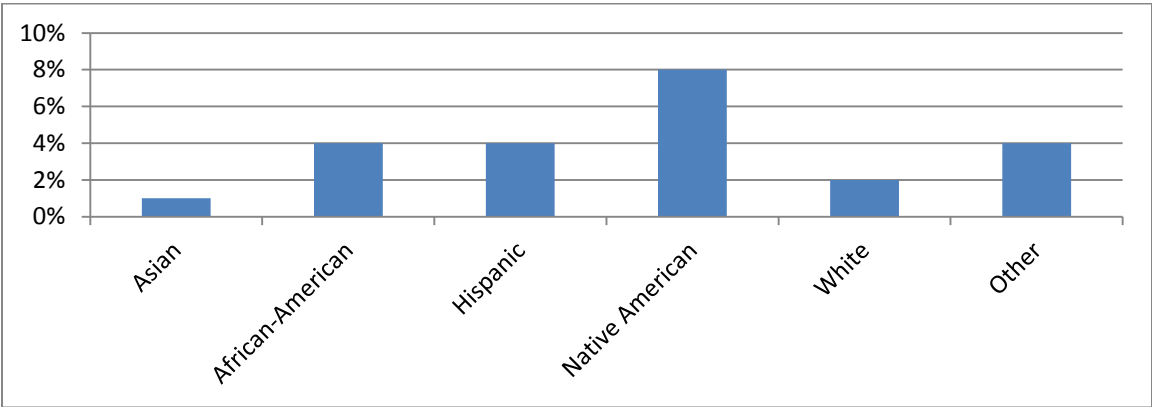


Figure 33: Dropout Rates by IEA LEAs and non-IEA LEAs, 2009-2012



We also examined dropout rates by race/ethnic group. Native American students statewide showed higher dropout rates than all other race/ethnic groups (see Figure 34).

Figure 34: Dropout Rates by Race/Ethnicity, 2012



Dropout Prevention Initiatives

School Districts address dropout prevention through a wide variety of initiatives. The statewide programs that address dropout prevention include:

- Title I & Title II
- School Improvement
- Career Technical Education (CTE)
- Alternative School Programs
- School Guidance Counseling

School Safety

To analyze school safety, we identified the violations which are mandatory for schools and LEAs to report through Arizona’s School Safety database, AzSAFE (see Appendix H for full definitions of the violations that are mandated to be reported). Table 9 presents the percent of violations per year reported in these 9 categories in the 2009-2010 to 2011-2012 school years from IEA LEAs. Nine of the 563 IEA LEAs did not submit data for the 2011-2012 school year. The most common violations for all three years were those categorized under Aggression (45, 45, and 37 percent respectively), Alcohol/Tobacco/Other Drugs (25, 25, and 22 percent respectively), and Harassment/Threat/Intimidation (13, 12, and 23 percent respectively). There was a decrease in Aggression reported incidence of 8 percent in the school year 2010-2011. However, there was an increase of 11 percent of the percentage of reported incidents concerning Harassment, Threat, and Intimidation from 2010-2011 to 2011-2012. There were no reported incidents of Arson in 2011-2012; compared to 8 percent in the previous year.

Table 9: Percent of Mandatory Violations in Reporting IEA LEAs, from 2009-2010 to 2011-2012

Violation Type	2010	2011	2012
Aggression	45%	45%	37%
Alcohol, Tobacco and Other Drugs	25%	25%	22%
Arson	7%	8%	0%
Harassment, Threat and Intimidation	13%	12%	23%
School Threat	4%	4%	1%
Sexual Offenses	2%	2%	6%
Theft	2%	2%	0%
Vandalism or Criminal Damage	2%	3%	5%
Weapons and Dangerous Items	1%	0%	6%

Native American Teachers and Achievement

In fiscal year 2013, 2 percent of core-academic teachers statewide reported their race/ethnicity as Native American. High density schools have the highest proportion of core-academic Native American teachers at 36 percent. Table 10 presents the proportion of Native American teachers in each of the four school categories. On August 28, 2012 the *Native American Language Certification Policy R7-2-614J* was adopted by the State Board of Education. The certification policy was developed jointly by the Arizona Department of Education and the Native American Tribes. “This partnership has now enabled Native Language speakers to be certified to teach their Native languages in Arizona classrooms” (Arizona Department of Education, 2012). Table 11 shows that the number of issued Native American Language Certificates has doubled from 19 in 2012 to 38 in 2013.

Table 10: Percentage of Native American Teachers in Schools

Category	Schools	Native American Teachers	Total Teachers	Percent of Teachers who are Native American
Non-IEA LEA Schools	1538	235	35,939	0.7%
IEA LEA Schools	563	608	16,166	3.8%
Low Density Schools	2,259	327	50,708	0.6%
High Density Schools	88	516	1,424	36.2%

Table 11: Number of Issued Native American Language Certificates in 2012 and 2013

Language	2012	2013
Apache	9	3
Navajo	10	34
Yavapai	0	1
Total	19	38

Special Education

Special Education students comprise 11.1 percent of the total student population statewide. Within the race/ethnicity categories 14% of the Native American students are classified as students with a disability; while 12.9% of African American students and 11.1% of White students have the same designation (see Table 11).

Table 12: Percentage of Special Education Students in All Schools 2013, by Race/Ethnicity

	Number of Non-SPED	Number of SPED	Total	Percent SPED
Native American	53870	7839	61709	14.6%
Asian	30817	1708	32525	5.5%
African American	57459	7435	64894	12.9%
Hispanic	473945	51198	525143	10.8%
Multiracial	20646	2177	22823	10.5%
Pacific Islander	2999	222	3221	7.4%
White	456272	50556	506828	11.1%
Total	1096012	121136	1217148	11.1%

Mobility

We compared average 2013 AIMS performance for mobile and non-mobile students from high and low density schools. AIMS performance is classified into four levels of Exceeds, Meets, Approaches and Falls Far Below. Each level has an associated score (Exceeds = 4, Meets = 3, Approaches = 2, and Falls Far Below = 1).

Students in both high and low density schools who moved from one school to another school show a lower average AIMS Reading performance level than students who did not move (see Table 13). The pattern is similar in mathematics; non-mobile students in high and low density schools outperform mobile students. This finding shows the academic challenges students face in the absence of a consistent learning environment.

Table 13: Average Percent of Students Passing AIMS by Mobility and Subject

	Reading		Mathematics	
	Non-Mobile	Mobile	Non-Mobile	Mobile
High Density	59%	49%	36%	30%
Low Density	84%	60%	68%	43%

Parent and Community Involvement & Parent Advisory Committees*

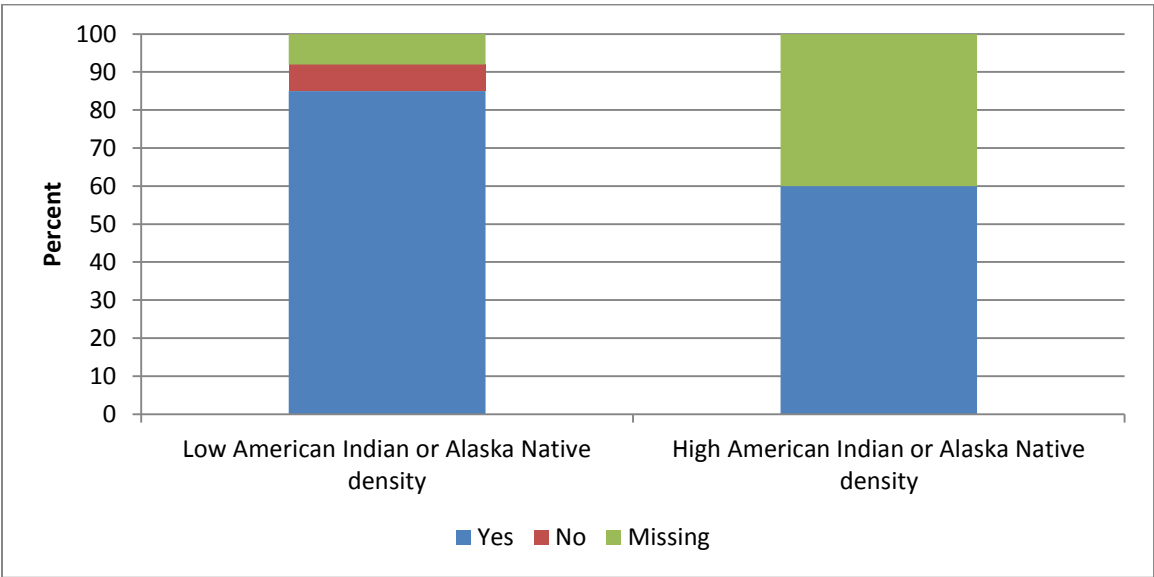
*Note: NIES is administered every other year; therefore the data in this section are same data presented in this report last year.

Many IEA LEA schools operate local parent advisory committees. For more information on their involvement with schools and the local community, please contact the district directly. You can also contact the ADE Indian Education office (see www.azed.gov/indian-education) for more information. In addition, as discussed in the

method section, the NIES survey has questions regarding family involvement, community involvement in schools and schools’ communication with parents.

Figure 35 displays data from the most recent administration of the NIES in 2011. Responses from schools were summaries for two groups of schools as defined by the National Center for Education Statistics (NCES): Low Density Schools, those with less than 25 percent Native American students, and High Density Schools, those with more than 25 percent Native American students. Figure 35 shows the responses by administrators from high density and low density schools selected to take the NAEP/NIES regarding involvement of families in Parent/Teacher Conferences at Grade 8. Of those who responded, 85% of students in low density schools had administrators who responded that families were involved in Parent/Teacher Conferences compared to 60% from High Density Schools.

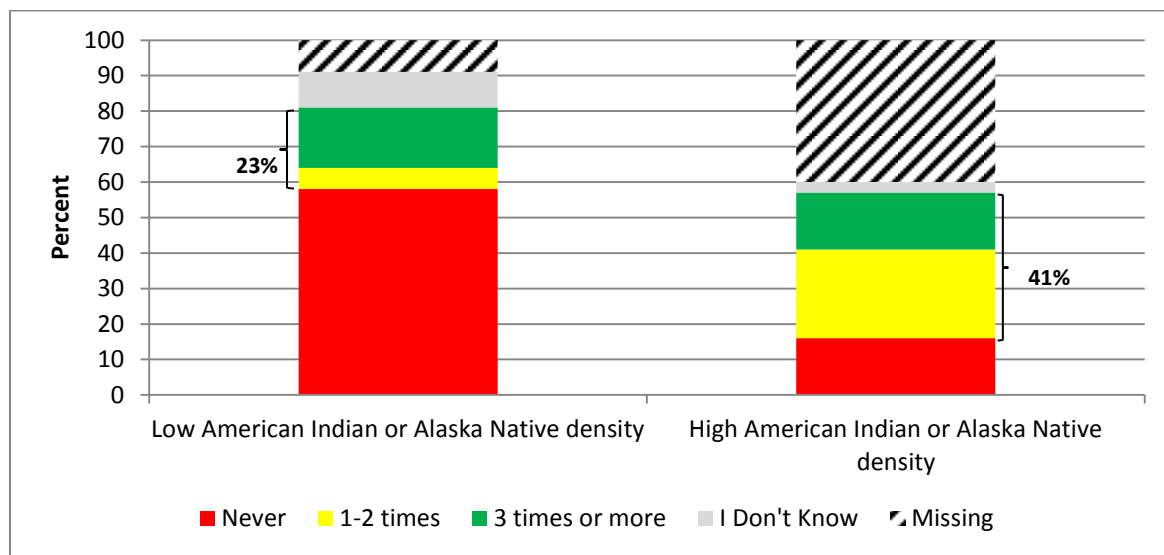
Figure 35: Families Involved in Parent/Teacher Conferences



Note: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.
Note: Low density schools have less than 25 percent Native American students and High Density schools have more than 25 percent Native American students.
Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 National Indian Education Study (NIES).

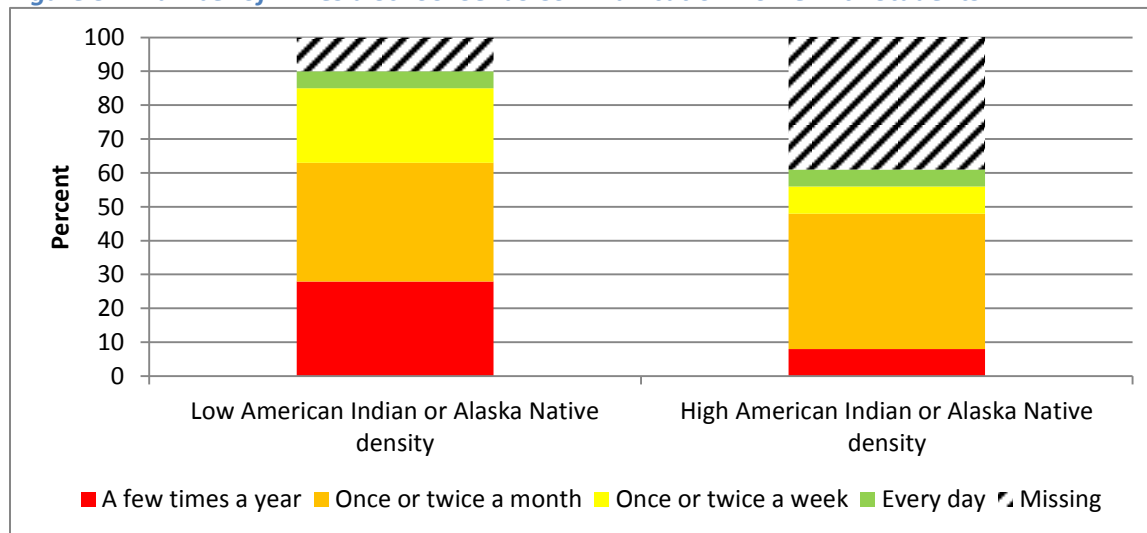
The NIES Survey also includes questions concerning the number of times in a year community members participated in an Indian Education Parent Group. As shown in Figure 36, of those that responded 41% percent of students from High Density schools selected to take the NAEP/NIES had administrators who reported that community members participated in Indian Education Parent Groups at least once or more in a year compared to 23 percent of students from Low Density Schools.

Figure 36: Community Member Participated in an Indian Education Parent Group



From the schools selected to take the NAEP/NIES, the Grade 8 students' administrators who responded to the question concerning the number of times a school sends communication home with students, the majority from both High Density and Low Density schools reported that they send communication home with students at least 1-2 times a month (see Figure 37).

Figure 37: Number of Times a School Sends Communication Home with Students



Note: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Note: Low density schools have less than 25 percent Native American students and High Density schools have more than 25 percent Native American students.

Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 National Indian Education Study (NIES).

Variability in School Calendars

The ADE School Finance Department maintains an online application to view school calendars (see <http://www.ade.az.gov/schoolfinance/Forms/LEAQuery/CalendarOccasions.aspx>). Detailed information is provided about the total number of school days, beginning and ending dates for the academic year and school closings. While the majority of IEA LEAs operate a 176-180 day school calendar with the first day of school starting in mid-August and the school year ending in late May (see Table 14); the range of 'days of instruction' can vary by IEA LEA from 146 days to 186 days.

Table 14: IEA LEA Total Days of Instruction

Total Days of Instruction	Number of IEA LEAs
146 - 152	9
153 - 175	2
176 - 180	34
181 - 186	11

*4 schools have missing calendar information and are excluded

Educational Programs for Native American Students

The ADE Indian Education program utilizes state and federal funds to maximize teaching and learning levels while validating the unique cultural identity of Native American students today. The ADE Indian Education office activities include publications, school districts/tribal supplementary education assistance, and a variety of public education and outreach activities. For more information on these programs, please visit www.azed.gov/indian-education.

Current Status of Federal Indian Education Policies and Procedures

For updated status on Federal Indian Education policies and procedures, please contact your legislators or contact the Bureau of Indian Education (www.bie.edu).

Financial Report

In compliance with Proposition 301, the State Office of the Auditor General conducts biennial review reports on all school districts and charter schools. These reviews include per-pupil spending and district cost measures relative to peer group. The review reports are located at: <http://www.azauditor.gov/publications.htm>.

In addition, Native American tribes contribute to the state from gaming revenue pursuant to A.R.S. §5-601.02(H)(3)(a)(i) and 5-601.02(H)(3)(b)(i), and the portion that is provided to education is known as the Instructional Improvement Fund. Pursuant to A.R.S §15-979, the Arizona Department of Education shall pay the monies in the Instructional Improvement Fund to school districts and charters (this payment does not apply to other agencies such as the Arizona School for Deaf and Blind, Arizona Department of Corrections or Arizona Department of Juvenile Corrections). Table 15 displays the Instructional Improvement Fund Payments to each county for fiscal years 2010-2011 and 2011-2012.

School districts and charters may expend these funds as follows:

- Each school district and charter school may utilize up to fifty percent for teacher compensation increases and class size reduction
- Monies that are not utilized as provided above shall be utilized for the following maintenance and operation purposes:
 - Dropout prevention programs.
 - Instructional improvement programs including programs to develop minimum reading skills for students by the end of third grade.

Table 15: Instructional Improvement Fund Payments by County FY 2011-2012 and FY 2012-2013

County	2012 Payment 1	2012 Payment 2	2012 Total Payment	2013 Payment 1	2013 Payment 2	2013 Total Payment
Apache	\$287,214.79	\$222,365.67	\$509,580.46	\$280,100.43	\$206,957.83	\$487,058.25
Cochise	\$450,239.95	\$351,322.52	\$801,562.46	\$438,693.84	\$338,801.96	\$777,495.80
Coconino	\$427,152.11	\$330,185.43	\$757,337.54	\$444,718.43	\$312,141.35	\$756,859.79
Gila	\$182,430.82	\$140,181.26	\$322,612.08	\$175,789.11	\$134,058.09	\$309,847.20
Graham	\$125,859.19	\$97,036.80	\$222,895.99	\$148,417.73	\$113,191.66	\$261,609.39
Greenlee	\$35,020.95	\$27,216.40	\$62,237.35	\$56,739.19	\$27,997.71	\$84,736.90
La Paz	\$56,047.07	\$42,975.77	\$99,022.84	\$36,746.19	\$43,078.70	\$79,824.90
Maricopa	\$15,083,068.94	\$11,602,209.73	\$26,685,278.67	\$15,615,336.62	\$11,737,276.53	\$27,352,613.16
Mohave	\$559,218.31	\$429,523.27	\$988,741.58	\$561,037.92	\$426,444.62	\$987,482.54
Navajo	\$429,186.32	\$331,227.24	\$760,413.57	\$435,684.83	\$332,433.33	\$768,118.16
Pima	\$3,404,008.49	\$2,604,484.34	\$6,008,492.83	\$3,394,268.07	\$2,568,087.60	\$5,962,355.66
Pinal	\$1,090,618.11	\$840,495.03	\$1,931,113.14	\$1,050,744.45	\$801,614.04	\$1,852,358.49
Santa Cruz	\$221,690.64	\$176,619.99	\$398,310.63	\$223,825.34	\$169,575.90	\$393,401.24
Yavapai	\$613,318.74	\$471,482.99	\$1,084,801.73	\$605,604.20	\$456,625.84	\$1,062,230.04
Yuma	\$815,121.29	\$436,968.08	\$1,252,089.37	\$825,325.24	\$628,384.17	\$1,453,709.41
Grand Total	\$23,780,195.70	\$18,104,294.54	\$41,884,490.24	\$24,293,031.60	\$18,296,669.33	\$42,589,700.93

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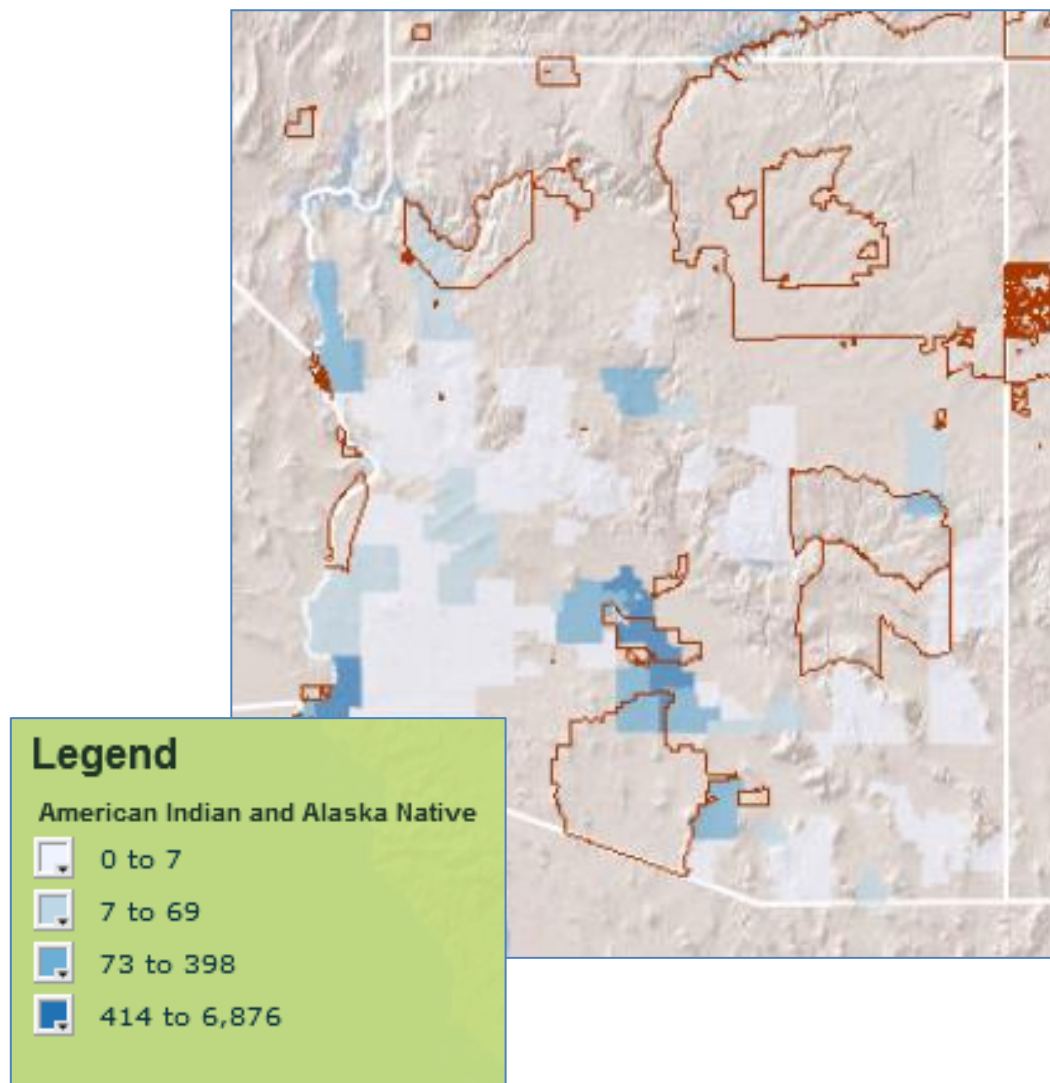
Appendices

Appendix A: Total Native American Students by State

State Name	Total American Indian/Alaska Native Students
Oklahoma	116,597
Arizona	55,312
California	43,546
New Mexico	34,530
Alaska	30,433
Texas	23,607
North Carolina	22,199
Washington	17,570
Minnesota	16,296
Montana	15,734
South Dakota	14,683
New York	14,541
Michigan	13,003
Wisconsin	11,625
Florida	10,493
Oregon	10,406
North Dakota	8,789
Utah	7,816
Colorado	7,452
Illinois	6,846
Louisiana	6,585
Kansas	6,184
Alabama	6,102
Nevada	5,705
Nebraska	4,413
Missouri	4,341
Virginia	4,251
Georgia	3,959
Idaho	3,846
Indiana	3,376
Arkansas	3,369

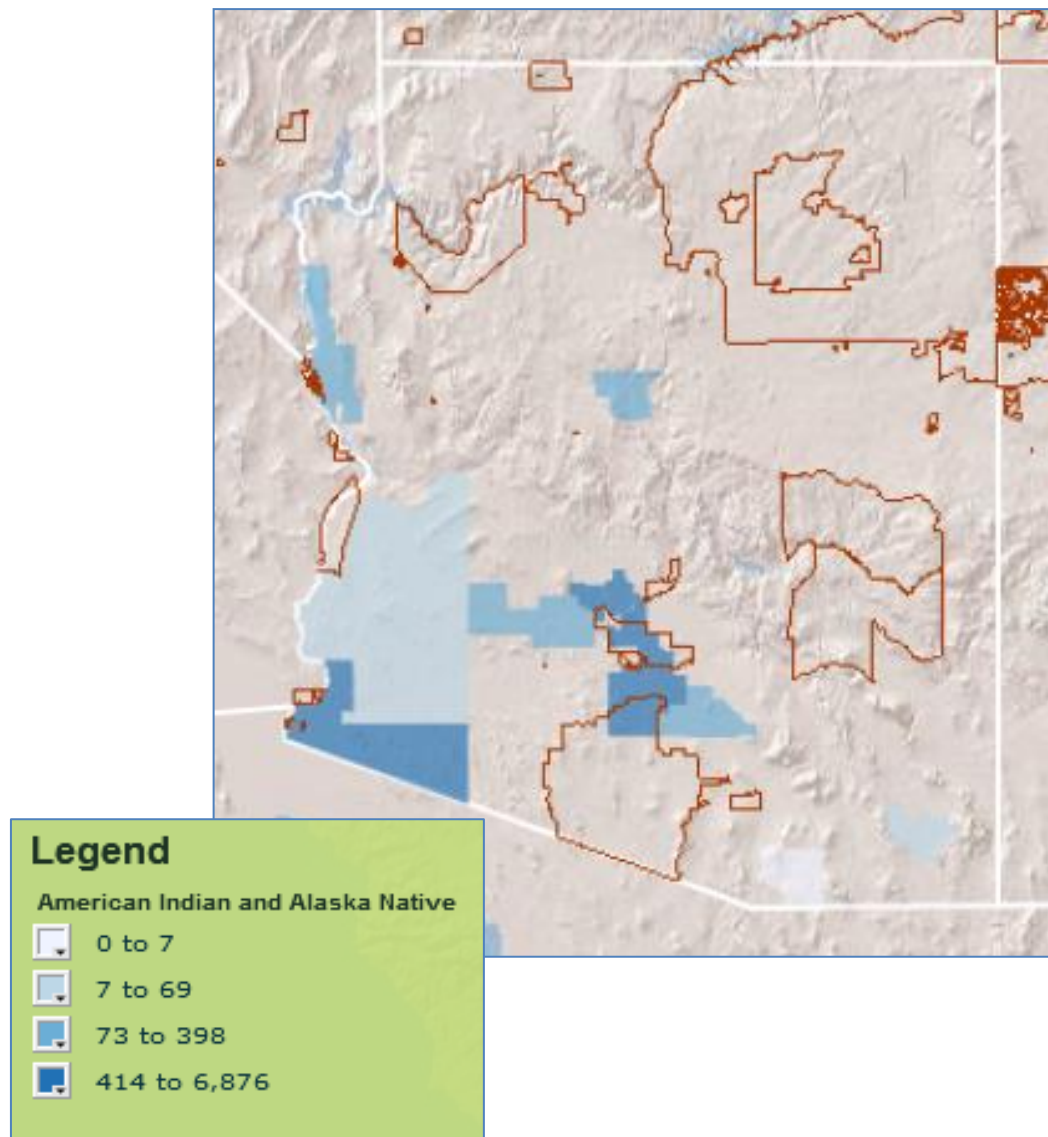
Maryland	3,047
Wyoming	2,937
Pennsylvania	2,892
Ohio	2,519
Massachusetts	2,382
Iowa	2,362
South Carolina	2,111
Connecticut	2,100
Tennessee	1,902
New Jersey	1,864
Maine	1,385
Hawaii	1,071
Rhode Island	951
Kentucky	941
Mississippi	930
New Hampshire	653
Delaware	635
West Virginia	338
Vermont	268
District of Columbia	52

Appendix B: Elementary School District Concentration of Native American and Alaska Native Students and Tribal Areas



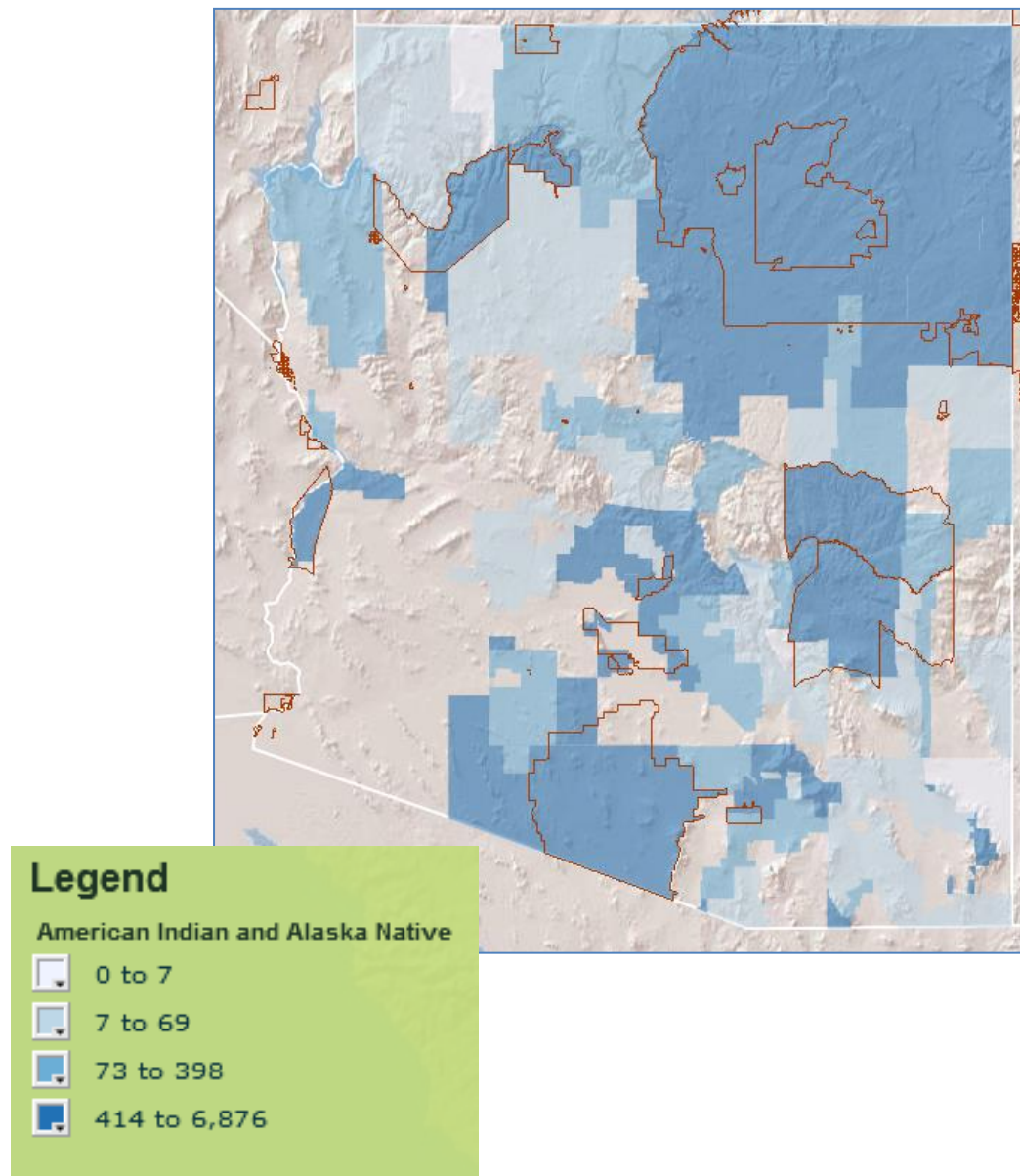
*Source: National Center for Education Statistics School District Demographics System - <http://nces.ed.gov/surveys/sdds/ed/index.as>

Appendix C: Secondary School District Concentration of Native American and Alaska Native Students and Tribal Areas



*Source: National Center for Education Statistics School District Demographics System - <http://nces.ed.gov/surveys/sdds/ed/index.asp>

Appendix D: Unified School District Concentration of Native American and Alaska Native Students and Tribal Areas



*Source: National Center for Education Statistics School District Demographics System - <http://nces.ed.gov/surveys/sdds/ed/index.asp>

Appendix E: List of High Density Schools' County and 2013 Letter Grade

School	District	County	2013 Grade
Akimel O'Otham Pee Posh (3-5)	Akimel O'Otham Pee Posh Charter School, Inc.	Pinal	D
Alchesay High School	Whiteriver Unified District	Navajo	D
Baboquivari High School	Indian Oasis-Baboquivari Unified District	Pima	D
Baboquivari Middle School	Indian Oasis-Baboquivari Unified District	Pima	D
Biyaagozhoo Center	Gila County Regional School District	Gila	NR
Canyon Day Junior High School	Whiteriver Unified District	Navajo	C
Canyon De Chelly Elementary School	Chinle Unified District	Apache	F
Chinle Elementary School	Chinle Unified District	Apache	D
Chinle High School	Chinle Unified District	Apache	D
Chinle Junior High School	Chinle Unified District	Apache	D
Cradleboard School	Whiteriver Unified District	Navajo	C
Desert View Elementary Intermediate	Page Unified District	Coconino	D
Dine Bi'Olta (Immersion School)	Window Rock Unified District	Apache	C
Dzil Libei Elementary School	Tuba City Unified District	Coconino	C
Eagles Nest Intermediate School	Tuba City Unified District	Coconino	C
Fort Thomas Elementary School	Fort Thomas Unified District	Graham	C
Fort Thomas High School	Fort Thomas Unified District	Graham	C
Ganado High School	Ganado Unified School District	Apache	D
Ganado Intermediate School	Ganado Unified School District	Apache	D
Ganado Middle School	Ganado Unified School District	Apache	D
Ganado Primary School	Ganado Unified School District	Apache	B
Ha:san Preparatory & Leadership School	Ha:san Educational Services	Pima	D
Indian Oasis Elementary School	Indian Oasis-Baboquivari Unified District	Pima	F
Indian Wells Elementary	Holbrook Unified District	Navajo	C
Ira H. Hayes High School	Ira H. Hayes Memorial Applied Learning Center,	Pinal	D
Jeddito School	Cedar Unified District	Navajo	F

School	District	County	2013 Grade
Kayenta Elementary School	Kayenta Unified District	Navajo	D
Kayenta Middle School	Kayenta Unified District	Navajo	C
Kin Dah Lichii Olta' Charter School	Kin Dah Lichii Olta, Inc.	Apache	F
Leupp Public School	Flagstaff Unified District	Coconino	C
Many Farms Elementary School	Chinle Unified District	Apache	C
McNary Elementary School	McNary Elementary District	Apache	D
Mesa View Elementary	Chinle Unified District	Apache	C
Monument Valley High School	Kayenta Unified District	Navajo	C
Nazlini Charter School	Nazlini Community School, Inc.	Apache	NR
Page High School	Page Unified District	Coconino	C
Page Middle School	Page Unified District	Coconino	C
Peach Springs School	Peach Springs Unified District	Mohave	F
Pinon Elementary School	Pinon Unified District	Navajo	C
Pinon High School	Pinon Unified District	Navajo	C
Pinon Middle School	Pinon Unified District	Navajo	D
Red Mesa Elementary School	Red Mesa Unified District	Apache	D
Red Mesa High School	Red Mesa Unified District	Apache	D
Red Mesa Junior High School	Red Mesa Unified District	Apache	C
Red Valley/Cove High School	Red Mesa Unified District	Apache	C
Rice Elementary School	San Carlos Unified District	Gila	F
Round Rock Elementary School	Red Mesa Unified District	Apache	C
Sacaton Elementary	Sacaton Elementary District	Pinal	C
Sacaton Middle School	Sacaton Elementary District	Pinal	F
Salt River High School	Salt River Pima-Maricopa Community Schools	Maricopa	D
San Carlos Unified School District #20	San Carlos Unified District	Gila	NR
Sanders Elementary School	Sanders Unified District	Apache	F
Sanders Middle School	Sanders Unified District	Apache	D
Seven Mile School	Whiteriver Unified District	Navajo	D
Shonto Preparatory Technology High School	Shonto Governing Board of Education, Inc.	Navajo	NR

School	District	County	2013 Grade
Skyline Prep High School	Skyline Schools, Inc.	Maricopa	A
Tsaile Elementary School	Chinle Unified District	Apache	C
Tse'Hootsooi Elementary School	Window Rock Unified District	Apache	D
Tsehootsooi Middle School	Window Rock Unified District	Apache	D
Tuba City High School	Tuba City Unified District	Coconino	C
Tuba City Junior High School	Tuba City Unified District	Coconino	D
Tuba City Primary School	Tuba City Unified District	Coconino	C
Valley High School	Sanders Unified District	Apache	D
Whiteriver Elementary	Whiteriver Unified District	Navajo	C
Window Rock Elementary School	Window Rock Unified District	Apache	F
Window Rock High School	Window Rock Unified District	Apache	C
Winslow High School	Winslow Unified District	Navajo	C

Appendix F: List of IEA LEA District Letter Grades 2012-2013

District Name	2012	2013
Ajo Unified District	C	B
Altar Valley Elementary District	B	B
Casa Grande Elementary District	B	B
Casa Grande Union High School District	C	C
Cedar Unified District	D	D
Chandler Unified District	A	A
Chinle Unified District	C	D
Coolidge Unified District	C	D
Dysart Unified District	B	B
Flagstaff Unified District	B	C
Fort Thomas Unified District	D	C
Fountain Hills Unified District	A	A
Fredonia-Moccasin Unified District	C	C
Ganado Unified School District	C	D
Gila Bend Unified District	D	D
Globe Unified District	C	D
Grand Canyon Unified District	C	B
Hackberry School District	D	C
Hayden-Winkelman Unified District	D	D
Holbrook Unified District	B	B
Indian Oasis-Baboquivari Unified	D	D
Joseph City Unified District	B	B
Kayenta Unified District	C	C
Marana Unified District	B	B
Maricopa County Regional District	D	D
Maricopa Unified School District	C	B
McNary Elementary District	D	D
Mesa Unified District	B	B
Morenci Unified District	B	B
Page Unified District	C	C
Parker Unified School District	C	B
Peach Springs Unified District	D	D
Pima Unified District	B	B
Pinon Unified District	D	C
Ray Unified District	C	C
Red Mesa Unified District	C	C
Round Valley Unified District	C	B

Sacaton Elementary District	D	C
Safford Unified District	B	B
Sahuarita Unified District	B	B
San Carlos Unified District	D	D
San Fernando Elementary District	D	D
Sanders Unified District	D	D
Scottsdale Unified District	A	A
Show Low Unified District	B	B
Solomon Elementary District	C	B
St Johns Unified District	B	B
Stanfield Elementary District	C	C
Sunnyside Unified District	C	C
Tuba City Unified District	C	C
Tucson Unified District	C	C
Vail Unified District	A	A
Valentine Elementary District	D	B
Whiteriver Unified District	D	C
Williams Unified District	C	C
Window Rock Unified District	D	D
Winslow Unified District	C	B

Appendix G: School Safety Categories

Aggression
Aggravated Assault
Assault
Endangerment
Fighting
Alcohol, Tobacco and Other Drugs
Alcohol violation
Drug Violation
Tobacco violation
Arson
Arson of structure or property
Arson or an occupied structure
Harassment, Threat and Intimidation
Bullying
Harassment, nonsexual
Hazing
Threat or Intimidation
School Threat
Bomb threat
Chemical or biological threat
Fire alarm misuse
Other School Threat
Sexual Offenses
Harassment, sexual
Harassment, with sexual contact
Indecent exposure or public sexual indecency
Sexual Abuse or Sexual Conduct with a Minor or Child or Molestation
Sexual Assault or Rape
Theft
Burglary or Breaking and Entering (Second or Third Degree)
Burglary (First Degree)
Extortion
Robbery
Vandalism or Criminal Damage
Vandalism of personal property
Vandalism of school property
Weapons and Dangerous Items
Dangerous items
Firearms
Other Weapons

